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ABSTRACT

The goals and purposes of a school influence the nature of guidance services within an educational system. To assist New Jersey school districts with the definition of role responsibilities of school guidance counselors, counseling staff members were surveyed. Results indicated that most counselors were willing to: (1) plan and implement a counseling program in accordance with school policy: (2) counsel students: (3) identify individual needs: (4) act as consultants: and (5) coordinate referrals. Counselors were less willing to organize student activities, implement standardized testing or program development activities, or perform administrative or clerical tasks. Elementary counselors were unwilling to assist with the instructional placement of the child, although junior and senior high school counselors were willing to perform this responsibility. Findings suggest that the professional capabilities of counselors should be recognized and used wisely by administrators. (JAC)

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Counselor's Perceptions Of The Importance And The Performance Of Expected Role Responsibilities, In Compliance With The 1979 New Jersey State Code 6:3 - 1.21

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The Faculty Of The University Of Sarasota

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Abstract

The purpose of this study was to assist school districts in the State of New Jersey with the definition of role responsibilities which guidance counselors can be expected to perform in compliance with the 1979 New Jersey State Code 6:3 - 1.21.

The sample size of this study was designed to include the entire counseling staff of a large suburban New Jersey public school district. The sample size included forty-five counselors who service fifteen elementary schools, three junior high schools, and two senior high schools. The study was essentially a survey of attitudes, as opposed to facts. The survey instrument in the study was a questionnaire which included seventy-four items on a five point Likert-type scale. Responses were keypunched to create one record per counselor. A chi square was computed to compare responses among the elementary school counselors, junior high school counselors and senior high school counselors. The Statistical Package for the Social Sciences crosstabulation by group procedure was employed to determine significance among groups. Statistically significant difference was set at the .05 level.

Interpretation of the data indicated that the elementary, junior high school, and senior high school counselors perceived as important and were willing to perform the following:

1. *Plan, organize, and implement a counseling program in accordance with district policy.*
2. *Counsel, assist, and motivate counselees to achieve their maximum potential and self-worth.*
3. *Identify school and individual needs which can be served by the guidance department.*
4. *Maintain an awareness of specialized services and personnel available to assist the counselee.*
5. *Coordinate referrals to appropriate specialist or services.*
6. *Communicate with parents, teachers, and administrators.*
7. *Identify and pursue areas of professional growth.*

The counselors surveyed perceived as not being important and were not willing to perform the following:

1. *Organize and supervise student activities.*
2. *Plan, develop, implement, and analyze a standardized and locally developed testing program.*
3. *Plan inservice and program development activities.*

The responses among the three groups of counselors were not significantly different with the exception of the following:

1. *The elementary school counselors were willing to plan, develop, and analyze a standardized and locally developed testing program. The junior high school and senior high school counselors were not willing to perform those role responsibilities.*
2. *The elementary school counselors were not willing to assist in the instructional placement of the child. The junior high school and senior high school counselors were willing to perform those role responsibilities.*

Recommendations

The following recommendations were made:

1. *Administrators and counselors together should establish priorities concerning the role responsibilities the counselor can be expected to perform.*
2. *If possible, tasks of an administrative nature be reassigned.*
3. *The possibility of utilizing para-professionals to assist in those areas where professional training is not a prerequesite should be explored.*

4. *Clerical functions should be minimized.*
5. *Discipline and noncounseling duties such as the organization and supervision of student activities should not be a part of the counselor's responsibilities and duties.*
6. *The professional training and experience of counselors should be appropriately recognized and wisely used by the administration.*
7. *A more effective role clarification could be made if the counselors were directed by guidance and pupil personnel specialists rather than by line administrators.*
8. *The results of this study should be shared with the Cherry Hill School District, as well as other school districts in the State of New Jersey.*

Recommendations for Further Research

The following are recommendations for further research:

1. *It is recommended that this research be replicated with tenured counselors with similar, as well as with basically different student, and counselor populations to determine if the same results regarding willingness to perform and perceive importance of counselors' role responsibilities are obtained.*

2. Additional research should also be undertaken to study the methodology and results of counselor function.
3. Additional research should be undertaken on counselor role perception in an effort to improve guidance in the New Jersey schools.

Dedicated To Kathleen Sheehan Parker whose love, encouragement, and assistance has made the writing of this work a reality.

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INTRODUCTION

The complexity of the everchanging American Society is often the cause for frustration, anxiety and confusion within the society. Downing (1968) states that the more complex, mobile and wealthy a society becomes, the more essential is the role counseling plays. The complexity of our social and economic system, our democratic ideals, the anxiety that arises from rapid changes in basic institutions and the loss of a unifying philosophy are some of the social trends that create a need for counseling services in our society (Tyler, 1969).

Society expresses its needs through its major institutions, one of which is the school (Patterson, 1971). Societal expectations of, and demands upon, youth within the educational setting are constantly increasing (Downing, 1968). The present and anticipated future advancements make the task of providing educational experiences for all children a formidable challenge.

These new and formidable challenges in serving a variety of children and youth resulted in a broadening of the schools' responsibility (Patterson, 1971). Expansion in services and improved quality in the educational program have been brought about as schools have attempted to meet the present and future challenge. (Ferris, 1975). Patterson (1971) purports that a well organized guidance program is an important element in the educational program of the present and future. Isaacson (1968), Milner (1974), Patterson (1971), and Tyler (1969), support the position that there is a great need for guidance services and that the need will become increasingly persistent in the future.

The renewal and expansion of the National Defense Education Act passed by Congress in 1958 has underscored the significant place of guidance as an instrument of national policy by demonstrating its relationship to the national defense of the country. The opening section of the law states clearly and without compromise the importance of guidance services to the United States with the following words:

> "The Congress hereby finds and declares that the security of the nation requires the fullest development of the mental resources

> and technical skills of its young men and women. The present emergency demands that additional and more adequate opportunities be made available. The defense of this nation depends upon the mastery of modern techniques developed from complex scientific principles. It depends as well upon the discovery and development of new principles, new techniques, and new knowledge. We must increase our efforts to identify and educate more of the talent of our nation...." (Public Law 85-864, 85th Congress, H.R. 13247, September 2, 1958).

According to the above statement, Isaacson (1968) holds that there is a greater need for guidance than ever before.

Rapid technological advances, an increasingly complex society, new concepts of government and its role in the lives of people, the need for outstanding leadership talents, a shift in standards of integrity and morality, and the unusual demands upon youth all contribute to the need for the philosophy espoused by the services provided under the guidance program of the local school district (Tyler 1969).

Wiles and Lovell (1975) state that the local school districts are structured sub-systems of society organized to meet established education goals. One such goal of the local school district is to provide guidance counseling services to meet the needs of its youth. The local school district of Cherry Hill, mirrors this philosophy by recognizing specific conditions which contribute to the need for guidance counseling services. These conditions are in addition to as well as related to, the factors of change and advancement within the total society. These conditions are as follows:

1. The teacher's major responsibility is instruction (Cherry Hill Board of Education, 1972 a). This leaves little or no time for answering children with problems unrelated to instructional activities. Miller (1971) holds that the problems of social adjustment and personality re-orientation require the services of a qualified counselor and the availability of appropriate facilities and time.
2. The school district of Cherry Hill carefully considers the needs of children on an individual basis. The concept

of individual differences is emphasized in the philosophy and specialized services provided by the guidance program (Ferris, 1972). Individual attention and direction are necessary to help the individual to maximize his abilities. (Blanchard 1968).

3. The school district of Cherry Hill is concerned with the whole child and with the wide range of life problems which he must face. The school district recognizes that emotional problems and attitudes can interfere with learning and intellectual development (Cherry Hill Board of Education 1972 b). The child's personal and social adjustment is of constant concern to the school district. Blanchard (1968), states that when the environment conflicts with either the students' social, emotional, economic or psychological needs there adjustment becomes more difficult and guidance is necessary for personal security and educational growth.

The educational philosophy of the Cherry Hill School District constitutes the basis for the philosophy of the counseling program.

Thus, the author purports that the nature of counseling and guidance services in the Cherry Hill Schools is closely related to the particular educational system which is presently in existance. In essence the goals and purposes of the school influence the nature of the guidance services which may be viewed as desirable or necessary.

NEED FOR THE STUDY

On July 6, 1978, the New Jersey State Board of Education adopted a set of regulations requiring the evaluation of all tenured teaching staff members (Burke, 1979).

Mandated to be implemented in January 1979, the New Jersey State Board of Education directed all District Boards of Education to adopt a policy and develop procedures for the annual evaluation of all tenured staff members. It has further directed that the policy and procedures be developed under the direction of the superintendent or his appointee. (State of New Jersey Administrative Code 6:3 - 1.21 (f) 4).

In March 1979, the Cherry Hill School Districts' Advisory

Council for Counselor Evaluation presented a paper to the superintendency (Cherry Hill School District, 1979 (c)). This paper set forth recommendations for the criteria to be used in the evaluation of guidance counselors. This criteria was designed to clarify in descriptive terms the school district's expectations related to the duties and responsibilities of guidance counselors.

The Advisory Council of Counselor Evaluation recommended seventy-four responsibilities, to the superintendency which were representative of expected performance (Cherry Hill School District 1979 (c)).

Prior to the implementation of these recommendations a comprehensive study should be undertaken to consult with the guidance counselors as to their perceived willingness to perform the seventy-four expected role responsibilities, and also to gain information as to the perceived importance of such responsibilities. The intent of evaluating the results of such an investigation will be that the recommended responsibilities for guidance counselor evaluation be refined for implementation *in the Cherry Hill School District, and the involvement of the guidance counselors in such a process should increase the likelihood of the acceptance of these responsibilities.*

STATEMENT OF THE PROBLEM

The problem the study addressed was to describe the perceived willingness of the elementary, junior high school and senior high school guidance counselors to perform to role responsibilities as expected by the Cherry Hill School District. Concomitantly, this study attempted to determine what role responsibilities were considered important by the elementary, junior high school and senior high school counselors.

QUESTIONS TO BE ANSWERED

The study was further clarified by asking the following questions:

1. *Is there willingness on the part of the elementary school counselors to perform each of the seventy-four*

role responsibilities as expected by the Cherry Hill School District.

2. *Is there willingness on the part of the junior high school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District?*
3. *Is there willingness on the part of the senior high school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District?*
4. *How important are each of the seventy-four role responsibilities as perceived by the elementary school counselors?*
5. *How important are each of the seventy-four role responsibilities as perceived by the junior high school counselors?*
6. *How important are each of the seventy-four role responsibilities as perceived by the senior high school counselors?*
7. *Will the responses among the elementary school counselors, the junior high school counselors, and the senior high*

school counselors be significantly different?

PURPOSE OF THE STUDY

The purpose of the study was to assist school districts in the State of New Jersey with the definition of role responsibilities which guidance counselors can be expected to perform, in compliance with the New Jersey State Code 6: 3-1.21.

BASIC ASSUMPTIONS OF THE STUDY

The following assumptions were made for the study:

1. The data received from the participants were not affected by various conditions occurring while the data were being gathered.
2. The sample returned was an accurate representation of the population.

DELIMITATIONS OF THE STUDY

The study had the following delimitations:

1. The population of the study was delimited to the tenured

guidance counseling staff of the Cherry Hill School District, Cherry Hill, New Jersey.

2. The data received from the participants was delimited to a single survey method.
3. The voluntary response of the sample limited the interpretation of the study.

DEFINITION OF TERMS

For purposes of the study the following definitions apply:

Adolescence - a period in human development occurring between puberty and maturity and extending roughly from twelve years of age until twenty-one years of age. (Good, 1973)

Attendence Services - guidance counseling services aimed toward maximizing the attendence of all enrolled pupils in the school.

Counselor - a full time student personnel specialist in the school district who deals with individual and groups of pupils in regard to their educational, social and emotional problems.

Elementary School - a school offering a curriculum for grades kindergarten through 6, or the pupil age equivalents of these grades.

Guidance - the process by which a pupil is assisted in his adjustment to the educational system, and in his social and emotional development.

Junior High School- a school offering a curriculum for grades 7 and 8, or the pupil age equivalents of these grades.

Likert-type scale - a measure assigning 1 to 5 points to categories chosen on a questionnaire

Middle Childhood - a period from about six to about twelve years of age which is characterized by the thrust of the child out of the home into the peer group, the world of games and work, and world of adult concepts and communication (Havinghurst, 1967).

Perception - a view of what one believes, a self report of one's feelings or an individual's opinion.

Principal - the full - time administrative leader of a school.

Professional - used as a synonym for counselor, administrator or a combination of both.

Role - a pattern of professional behavior applicable to an individual or to a professional group.

Role Behavior - a specific behavioral trait is a component of a professional behavior pattern or role.

Role Conflict - an incompatibility of role perceptions among professional groups to be studied.

CHAPTER II

REVIEW OF RELATED LITERATURE

The role of the school counselor has been the subject of discussion since the first counselor appeared on the scene. It began with the Parsonian Model in 1908 when the major emphasis was on Choosing a Vocation (Parsons, 1909) and continued through the notion that education is guidance and guidance is education (Brewer, 1932). Later models conceptualized guidance as a mediating force to help the student cope with school and life forces. The counselor's role was one of helping students find suitable vocational opportunities and adjustment to their environments (Kefauver and Hand, 1941).

Guidance as a clinical process was first introduced by Viteles, Patterson and Williamson in the early 1940's (Shertzer and Stone, 1976). The use of tests, clinical techniques and analytical diagnostic studies cast the counselor in a directive role involving problem solving and the use of objective tools to provide *the individual with concrete data, on which to base decisions.*

During the 1940's and 1950's the counselor's role became focused on pragmatic functions. The shift was from a purely vocational emphasis to one which included educational and personal concerns. This shift required an expansion of techniques and of understandings from clinical psychology, sociology, and personality theory. Guidance became an eclectic process with no consistent philosophic or theoretical foundation (Wilkins and Perlmutter, 1960).

In 1962, Hoyt described the model of guidance which has remained the most prevalent contemporary approach (Shertzer and Stone, 1976). Guidance is viewed as a constellation of services directed toward "....maximum development of individual potentialities through involving schoolwide assistance to youth in the personal problems, choices, and decisions each must face as he moves toward maturity" (p. 692). This concept of guidance as a constellation of services has been criticized as being atheoretical and as one which relegates counselors to the level of technicians and makes them subservient to teachers (Peters and Farwell, 1967).

Models of Guidance

The concept of guidance as a process stresses to help all students in personal, vocational and educational areas. This approach has as its prime concern the positive growth of all students and it enlists the active support of all school staff as well as community resources. The counselor serves in three major roles of counselor, coordinator and consultant, (Shertzer and Stone 1976), state that such a broad model involves the whole school in a team approach and that active support is only beginning to be apparent.

Guidance as the science of purposeful action was proposed in 1962 by Tiedman and Feld. This model of guidance stipulates the examination of the student's experiences and the process of forming conclusions about them. The task of the counselor is to provide individual students with information about new situations; criteria for evaluating them; knowledge regarding available resources of information; and help in establishing or *modifying the student's purpose or awareness of internal and external changes.*

Guidance as a social reconstruction was proposed by Miller in 1962 when he contended that little solid research existed to demonstrate the merits of accomplishments of guidance as it existed. He suggested that guidance should be an effort to influence students in particular directions and that these directions are not given by scientific data or principles. Rather, the process of self-exploration and the cultivation of the examined life are facilitated by intimate exposure to a variety of human models. Miller believes the role of the counselor is that of a catalyst in reconstructing the school culture to meet the needs of individual students (Miller 1971).

Guidance, a personal development was proposed by Downing in the late 1960's. He suggests that education be redefined as "involvement with learning", and that counselors and teachers share equal responsibility for education of students. Teachers are fundamentally involved with developing the intellect and counselors with developing the affect.

Teaching and counseling are two complementary and collaborative equally important and necessary ways of relating with students. The role formulation of the counselor concerned only with personal development of students can be percisely described, defined, and articulated (Downing, 1968).

The late 1960's and early 1970's marked the introduction of guidance as psychological or affective education Mosher and Sprinthall (1971) suggest that guidance programs should, encompass psychological or affective education. The counselor's role becomes that of psychological educator through sequential curricular experiences presented to all students.

Although models of guidance exists in the literature it is highly doubtful that one would find them in operation in the schools (Shertzer and Stone, 1976). Instead, guidance as practiced in:

> *a theoretical manner, it has simply evolved haphazardly and is beyond characterization. Primarily, guidance practioners believed that what they do is to provide a service to students. Consequently, practices do not follow theory. Rather, the search is for a rationale to justify a practice. (p.80)*

The role continues to be a problem is evidenced by a review of the guidance literature of the years 1970 - 74 , which revealed 206 articles recommending various functions for the school counselor (Gerler, 1976). Buckner (1975) suggests that the counselor's role is one of the most debated issues among educators today. The New York Times carried an article in October 1976 entitled "Nation's Guidance Counselors: Many Things to Many People" (Vessey, 1976).

Role Definition

Arbuckle (1968) notes that the school counselor has an important responsibility for defining his own role. He states that it is essential that the school counselor have enough awareness of the uniqueness of his professional role responsibility so that he can help the administrator understand these functions and responsibilities.

Stone and Shertzer (1963) agree that school counselors should define their role responsibilities however they feel that too many counselors do not take the steps to define their own role and functions but rather accept any duty without objection or consideration of its appropriateness. Stone and Shertzer contend that this appears to be the result of confusion among counselors as to role definition.

Patterson (1971) states that the counselor himself is an important factor in defining the role responsibilities as to whether he functions as a professional counselor or as an adjunct teacher, administrator or clerk. He states that even though professional associations of counselors and counselor educators have reached essential agreement on the role and functions of the school counselor, the school counselor continues to function in many cases as a nonprofessional. School counselors are often required to engage in many routine activities, often of a clerical or quasi administrative nature and involving little or no direct contact with students, mainly because they are assigned or expected to perform these duties by administrators. They often do little, if any counseling because they are involved in such other functions as teaching, testing, proctoring, record keeping, sponsoring school activities, or performing disciplinary functions. (Patterson, 1971).

Schmidt (1959) summarizing the results of earlier studies, noted that (1) some counselors were doing a variety of things they felt they should not do; (2) it was not clear what counselors felt their role was; and (3) variations existed between what counselors and administrators saw the role of the counselor to be. Schmidt, selected a group of trained counselors with at least two years of experience. His study found no great discrepancy between what counselors were doing as compared with what they felt they should be doing; there was more discrepancy between the counselor's perception of what they were doing and the administrator's perception of what they were doing. The correlation between the counselor's and administrator's perceptions of the ideal functioning of the Counselor was only .61.

Patterson (1971) states that there is conflict between professional or trained counselors and many administrators in role perceptions of the counselor, a conflict which appears to derive from their differing concerns as professionals. The counselor is concerned with the individual. The administrator is concerned with groups - on the other hand, with students as a group; on the other hand with society as represented by the community through the school board. The administrator's job security often depends upon his maintenance of discipline and order, and in many cases he believes it necessary to "run a tight ship" to achieve this goal. Patterson contends that administrators must be helped to understand and accept the counselor's concern for the individual and reconcile this with their administrative concerns.

The School Counselor

Guidance and counseling services have increased steadily in the past decade. School districts have been experiencing difficulty in determining the specific limits of counselor responsibility and the determination of those tasks to which primary attention should be given. Interest in making optimal use of counselor time and a *desire for establishing some degree of professional identity necessitates the establishments of limits within which the counselor should concentrate his or her efforts (Baum, 1971).*

Counseling in the elementary school has essentially been a development of the past two decades. The great increase of interests in elementary school counseling in the mid-sixties precipeated much discussion, even controversy, over the role and function of the school counselor in the elementary school (Patterson, 1971).

Shever (1978) contends that among educators there is a diversity of opinion regarding the elementary school counselor's role. Consequently, job descriptions, if available, are inconsistent and arbitrary. Some educators feel that the classroom teacher should be responsible for counseling responsibilities, while others recommend that a professionally trained counselor be on every elementary school staff.

Kindred (1968) states that the teacher's main function is to bring about cognitive growth. The teacher can use the help of a *specialist whose primary responsibility is to concern himself with the individual learner as a person. Kindred has recommended that the administrator of the school maintain an interest in the counseling program, but mainly he should leave the counseling to the specialist, the counselor.*

Humes (1970) suggested that the school principal should not interfere with guidance. A counselor, according to Humes, is not a guidance teacher. The counselor does not belong in a live relationship with the elementary school principal. Humes contended that since the onset of school guidance it has been assumed that the counselor should report to the principal as does everyone else in his school, but the principal is in no position to plan, lead, or criticize a speciality which may be completely beyond his expertise. The onus for the success or failure of guidance should not be upon the administration but upon the guidance director.

Humes (1970) did not necessarily point out perceived role differences between the principal and school counselor, but he did state that harmonious professional co-existence is vital to the program of guidance services.

Dinkmeyer (1971) stated that the actual role of the elementary school counselor is stongly influenced by the elementary school administrator. The role and function of counselors must be developed through communications among counselors, principals and superintendents.

Warthen and Carson (1969) have said that the counselor must have the encouragement and support of the principal. With this support the counselor will not be put in such catch all roles as study hall keeper and disciplinarian. By supporting the counselor and working with him, the principal can set an example for his staff. The principal can increase the probability of effective communication and co-operation between teacher and counselor.

Maes (1966), Dinkmeyer (1971), Warthen and Carson (1969), pointed out the need for agreement between the principal and the counselors as to the role responsibilities of the counselors. Franklin (1969) and Mendelson (1968) indicated the need for harmony between teachers and counselors as to the role responsibilities of the counselors.

Franklin (1969) stated that teachers must accept the counselor as a Consultant, mainly because the teacher is the most crucial and direct agent for change of the child in school. The sensitive teacher accepts the counselor's advice as to how to provide the proper climate for learning and human development.

Mendelson (1968) felt that the elementary school counselor can assist teachers in maintaining a transactional view toward child behavior. The counselor can also help teachers understand reasons for certain forms of behavior in children. According to Mendelson the counselors' consultation function with the teacher can make the classroom a better place for positive learning.

Maes (1966) stated that the administrator of the elementary school organization is an extremely important determiner of the manner of utilization of the elementary school counselor. The administrator possesses the necessary authority for making the elementary school counselor a functioning professional in the school. The administrator's attitude and behavior toward the counselor often determines the staff's reaction to the counselor.

In 1970, Click investigated the roles and function of elementary school counselors as perceived by elementary school counselors and principals in Texas public schools. He compared similarities and differences of these perceptions. The instrument used was a questionnaire developed around the guidelines for elementary school counseling and guidance recommended by the American School Counselor Association.

Among Click's conclusions were:

1. Significant differences did exist between counselors and principals concerning the counselors roles and functions. Counselors saw the roles and functions as being more important than did principals.

2. *Counselors and principals considered individual counseling of pupils as the most important function, while counseling of parents was second in importance.*

3. *Counselors and principals did not consider providing vocational information, curriculum, planning and planning for pupils physical development needs ane important counselor role responsibilities.*

4. *Both counselors and principals considered individual pupil analysis, placement, and providing services for those severly disturbed as important counselor functions.*

Farrell and Healy (1969), analysed the role of the elementary school counselor as perceived by principals and counselors. The respondents selected professionals in thirty-five New York State elementary schools, were asked to respond to a role expectation questionnaire. Through a tally of responses, Farrell and Healy found that both categories of professionals tended to agree that counselors should:

1. Help teachers cope with problem children.
2. Work with children who have individual problems.
3. Work with underachieving pupils.
4. Help teachers to appraise student problems.
5. Co-ordinate referrals to outside agencies.
6. Work with parents who have children with social or emotional problems.
7. Write anecdotal records about children.
8. Meet with parents in individual conferences.

Both the principals and counselors tended to agree that counselors should not:

1. Assist with routine school administrative details.
2. Give tutorial assistance to children having academic difficulties.

There was disagreement between the principals and counselors with regard to the responsibility of certain role behaviors.

1. The principals felt that they should not coordinate the pupil personnel program, while the counselors felt that they should.

2. The principals felt that the counselors should administer group tests, the counselors tended to consider group test administration a waste of their time.
3. The counselors felt that curricular advice to the teaching staff was part of the counselor's role, while the teaching staff tended to say that counselors should not advise teachers about the curriculum.

Filbeck (1965), analyzed the perceptions of selected principals and counselors to find their views of the role responsibilities of the counselor in the school setting. A reaction to a critical incident was the instrument used for findings based on the perceptions of 98 principal and counselor pairs.

In the findings both principals and counselors tended to agree that the counseling approach should be characterized by warmth and by concerns for human needs.

Both groups also tended to agree that they should place minimal reliance upon techniques or upon perfunctory activity. Principals and counselors also tended to agree that counselors should give time to a problem rather than to seek a speedy solution to the problem.

With regard to school policies, principals and counselors tend to differ in their perceptions of the role of the counselor. Principals tended to feel that the counselors should (1) support school policies, (2) reinforce student conformity to social standards and norms, (3) reinforce student acceptance of the status quo, and (4) reduce the likelihood of students overtly challenging the authority of the school. Counselors, on the other hand, tended to stress an approach that emphasized student decision - making based on individual values and factors, rather than on school policy (Filbeck, 1965).

Holden investigated, described, and evaluated organizational characteristics of guidance in elementary school in 1967. He used a questionnaire derived from a review of the literature on guidance practices.

An important finding from the responses of elementary school principals in the sample was that 25 percent of the principals did not agree with the role responsibilities of the school counselor as stated in the literature. Holden, concluded that the elementary school principals' perception of guidance needed to be changed (Holden 1967).

McDougall and Reitan (1963) asked elementary school administrators in Idaho, Washington, and Oregon to rate counselor role responsibilities along a five - point scale ranging from highly important to unimportant. The majority of principals rated the following role behaviors as being highly important.

1. Counseling individual pupils with social or personal problems.
2. Consulting with parents about children's problems.
3. Counseling individual students with academic problems.
4. Identifying pupils with special talents.

5. Assisting teachers with test and appraisal technique.
6. Interpreting the guidance program for the community.

Fewer than 25 percent of the elementary school principals considered the following counselor role responsibilities as being important:

1. Assisting with curriculum planning.
2. Conducting community research about guidance.
3. Providing vocation and occupational information to pupils.
4. Administering discipline.
5. Helping to organize student activities.
6. Maintaining attendance records.

Foster (1965), reported that the perceived elementary school counselors role by the elementary school counselors and the elementary school administrators he surveyed reflected considerable commonality as well as some differences. In this study these groups were agreed that the elementary school counselor, as a school staff member, should be professionally prepared to conduct a counseling relationship, also they agreed that the elementary school counselor should not be involved in administrative activities. The elementary school counselors and elementary school administrators did disagree on the consultant activities performed by the elementary school counselors. Elementary school counselors felt that they should perform consultant activities with parents in out of school activities. The elementary school administrators disagreed with this role function and perceived the consultant role as dealing primarily in the servies offered within the school.

Faust (1968), contended that the primary responsibility of the elementary school counselor is not as a counselor but as a consultant to teachers. Faust, however did believe that the counselor should engage in some counseling, especially group counseling.

Gregory (1975) and Christian (1975), both reported that all counselor functions can be classified under four classifications of (1) testing, (2) counseling, (3) coordinating, and (4) consulting. Both Gregory and Christian found in their respective studies that both elementary school counselors and elementary school principals found counseling and testing to be top priority with consulting and coordinating valued low as services which the respondents perceived the counselor should perform.

Ealy (1971), found that although a strong consensus was indicated among elementary school counselors and elementary school administrators as to the ideal role of the counselor, there was considerable lack of consensus among the groups about the functions counselors actually perform.

Four main conclusions may be drawn from the Ealy study. These conclusions are as follows:

1. The school administrator may either restrict or contribute to certain potential counselor functions.
2. Counselors may not be aware of the administrators expectations of them.
3. Counselors may not be willing to fulfill the functions which the administrators perceive as desirable.
4. Administrators, although they tend to agree with the counselors on the ideal role, do not make fulfillment of this role possible.

Leonard (1975) and Sholl(1978), found through their investigations much the same results as Ealy reported in 1971. Both Leonard and Sholl in their respective studies reported that many elementary school counselors were not satisfied with their program of services, since many were doing tasks they felt they should not do. They reported that there was a discrepancy between the counselors actual functioning in the school and the expected role functions of the school. Counselors indicated that they perceive their actual role as that of a generalist rather than a specialist. Sholl (1978) also reported that the counselors surveyed felt that counseling, as it now exists, is more concerned with the needs of the school and of society rather than for the needs of the individual.

At the junior high school level Moss (1969) believed that interchange between the school counselor and the school administrator is a necessity. He believed that counselors are "counselor teachers", and that as "counselor teachers" they should frequently teach in their subject certification area, in order to maintain a teacher relationship with children. Moss felt that since counselors are basically teachers they serve as resource persons to classroom teachers who carry on the bulk of guidance in the school. However, he did state that counselors should not be charged with discipline or testing, since these are largely administrative function (Moss 1969).

Stradley (1971), however, took a point of view contrary to Moss. Stradley felt that the counselor should take a direct approach to discipline. Stradley viewed the counselor as a teacher. Like every other teacher, the counselor must be concerned about various aspects of pre-adolescent and early adolescent development. The counselor must be concerned with discipline, and must be a disciplinarian if he is to be effective. If a counselor observes student actions that call for reprimand, the counselor must give the immediate reprimand (Stradley 1971).

Heller and Hansen (1966), have placed the counselor in a quasi-supervisory position. The counselor's role is to serve as a consultant to teachers. He is to provide information for teachers *and to participate in classroom observations of children's behavior. In curriculum work, the counselor stresses the individuality of children. He is to utilize his knowledge of child development and learning theory to add flexibility to the curriculum.*

Popper (1975) felt that the key role of the counselor is that of a communicator. He believed that the counselor is the communications center who has access to pupils, parents, teachers and the principal. The counselor's role is to be the humanizing agent of the school.

Farley (1964) examined the role of the counselor in selected New Jersey junior high schools as the role was perceived by principals and counselors. He devised a check list in which the administrators and counselors were to indicate their perceptions of the importance of counselor services to students, to parents, to teachers, to the school in general, and to the community.

In the analysis of the data Farley found that counselors tended to favor information collecting, information giving, and community relations functions. They tended to dislike advisory, clerical, or disciplinary functions.

Keating (1975) undertook a study in San Diego to determine what role responsibilities were appropriate for counselors, as perceived by principals, counselors, and teachers. Keating applied a survey instrument containing thirty-two counselor functions to randomly selected professionals from the eighteen junior high schools in San Diego.

Keating found:

1. *Counselors do not agree in their perceptions of proper roles for counselors.*
2. *Counselors and principals do not agree in their perceptions of proper roles for counselors.*
3. *Teachers and counselors do not agree in their perceptions of proper roles for counselors.*
4. *Teachers and principals agree in their perceptions of proper roles for counselors.*

Di Carlo (1971) in his study compared the counselor role perceptions of elementary and junior high school counselors and their supervisors. The respondants consisted of 150 school guidance counselors and 20 supervisors of guidance all employed by the New York City Public Schools.

A 48 item Q sort of counselor functions, developed by Di Carlo and based upon statements of local and national counselor organizations.

The findings indicated that in areas of counseling, appraisal of students, referrals, staff consultation, and program development, there were significant differences in the real and ideal role perceptions of elementary and junior high school counselors of elementary school counselors and their supervisors, of junior high school counselors and their supervisors.

In the areas of counseling, referral staff consultation, work with parents and community, and program development, there were significant differences in the counselor school level role perceptions of elementary and junior high school counselors and of elementary school counselors and their supervisors.

Smith (1971) designed his study to determine differences, if any, that exists in the counselors' and principals perception of both the ideal and the perceived role of school counselor.

The study clearly indicated that there are significant differences between counselors and principals as to the ideal and perceived role of the school counselors in the sample of New Jersey public junior and senior high school respondents. However, Smith found relatively close agreement existed among counselors and the policy statements of the counselors' professional organization, the American School Counselor Association, as to the ideal counselor role. Agreement was not as close on the questionnaire form designed to determine the perceived role, which tends to support the criticism that counselors are not doing what they believe they should be doing.

Smith (1971) believed that his study clearly indicated that there is a need for (1) clearer difinition of the school counselor's role responsibilities within his particular school and (2) method of communicating to all his co-workers his particular skills, limitations and specific duties. It was also recommended *that each school counselor in each school should work more actively with the administration to establish a definition of role responsibilities which he will be expected to assume, as one step toward conscientious fulfillment of his duties.*

In an investigation of appropriate role behaviors for the secondary school counselor, Bergeron (1965) asked secondary school principals, secondary school counselors, and superintendents in Louisiana to accept or reject certain hypothetical role behaviors. He administered a questionnaire to a random sample of principals, counselors, and superintendents. Bergeron found that greatest concordance among the three classes of respondents in their agreement that counselors should counsel all students, that counselors should know sources of referral, and that counselors should collect and disseminate occupational information. There was also high concordance of agreement among the three classes of respondents in the belief that counselors should administer tests and interpret the results for students, parents, teachers, and administrators. The respondents strongly agreed that the counselor should not serve as an office clerk, substitute teacher, or disciplinarian.

Certain behaviors were considered appropriate counselor behaviors by principals and superintendents but not by counselors. They were:

(1) to procure occupational information films

(2) to make follow-up studies of dropouts

(3) to be responsible for the inservice training of teachers

Principals and superintendents tended to accept the concept that every teacher is a counselor. Counselors tended to reject this concept (Bergeron, 1965).

In 1966, Christiansen undertook a study of public secondary schools in Utah to determine the perceived role of secondary school counselors as viewed by persons with whom the secondary school counselors interact. Superintendents principal's and counselors were asked through a questionnaire to agree or disagree with stated perceptions of counselors.

Among Christiansen's findings were:

1. Superintendents and principals had a high positive image of counselors.

2. Counselors tended to have a positive self-image.

The three groups concurred in their perceptions of twelve key role responsibilities counselors should perform. They are as follows:

1. Dissemination of vocational and occupational information.
2. Counseling students.
3. Administration and interpretation of tests.
4. Improvement of pupil-teacher relationships.
5. Assisting students with class scheduling.
6. Providing general help to students with school problems.
7. Improvement pupil-parent relationships.
8. Assisting students with post-high school plans.
9. Helping students to realize potential abilities.
10. Advising and directing students.
11. Assisting students with social problems.
12. Assisting students with their own problems. (Christiansen 1966)

Groff and Warner (1968) undertook a study to survey attitudes of counselors, administrators, and teachers toward the role of the counselor. Their instrument was a twenty-item questionnaire of participant opinions. The subjects were counselors, administrators, and teachers in a large suburban high school in western New York State. Groff and Warner found that teachers and administrators held a less favorable attitude toward counseling than did counselors. The administrators and teachers perceived the counselor's role as being a quasi-administrator in the school setting, administrators and teachers also felt that counselors spent more time with clerical and disciplinary duties than they did with assisting pupils in academic and personal concerns.

Humes and Lavitt (1971) utilized a questionnaire in assessing the attitudes of selected Massachusettes and Connecticut counselors toward administrative practices.

Their findings revealed that counselors tended to indicate that more effective counselor role clarification could be made if the counselors were directed by guidance and pupil personnel staffs rather than, by line administrative staffs. Counselors also tended to consider the authority of the principal as a stumbling block to guidance in the secondary schools.

Kriedberg (1972) studied the differences in the perceptions of the role of high school counselors by administrators and counselors. Randomly selected administrators and counselors in suburban Boston completed an opinionnaire.

Kriedberg found that:

1. Counselors and administrators saw the function of helping students with psychological problems as an essential counselor role.
2. Counselors felt that classroom teaching would have a negative effect upon counselor - student relations. Principals did not express the opinion.
4. Counselors and administrators perceived a favorable working relationship between counselors and teachers.
5. Counselors and administrators believed that counselor-student relationship would be negatively affected if counselors were to have a formal responsibility for discipline.

A study by Shumake (1964) investigated the role and function of counselors in Georgia secondary schools as perceived by secondary school principals. Using selected principals and counselors as subjects, he gathered data through a self-designed 72 item inventory.

Shumake found that secondary school principals and counselors tended to agree upon whom should be the performer of 51 role responsibilities. However, the principals and counselors did tend to disagree upon whom should perform 21 role responsibilities.

Sweeney (1966) directed research to answering three questions:

1. Do counselors and administrators assign similar priorities to various areas of counselor activity?
2. Do counselors and administrators identify similar types of attributes as necessary for the counselor to be effective in his role ?
3. Do certain personal and experiential factors in the background of counselors and administrators appear to be related to their perceptions of the counselor's role ?

Sweeney's two instruments were forced - choice instruments in which respondents were asked to rank counselor role behaviors in order of importance and a personality inventory applied to the respondents.

Sweeney found that counselors and administrators were similar in their ranking of what they considered as the most important counselor behaviors. The greatest divergence of opinion was over what both goups considered as minor matters. Principals felt that counselors should have more leadership attributes than counselors felt they should have. Sweeney's conclusive reason for this tendency was that the principal's experiential background caused the principal to see the counselor in a quasi-administrative role (Sweeney 1966).

Williams (1962) divised instrumentation to measure administrator, guidance personnel, and teacher group understandings of the guidance program in California public schools. The purpose of the study was to provide information for administrative decision making concerning the guidance program.

Williams (1962) used an open - ended questionnaire administered to administrative, guidance, and instructional personnel in the schools. Through his questionnaire he obtained perceptions of the ideal and real functions of the guidance programs, and between group and within - group comparisons. He found a high agreement between groups on both the actual functions category and the ideal functions category. From the data analysis Williams prepared job descriptions of the guidance responsibilities of administrators, counselors, and teachers.

Mayer's investigation in 1963 sought to answer the following questions regarding the role of the secondary school guidance counselor as perceived by secondary school guidance counselors in New York State :

1. What should be and what is the role of the counselor?
2. What are the differences between the counselor's ideal and actual roles?
3. What factors are most important in determining the counselor's role?

4. What limiting factors are preventing the optimal functioning of counselors ?
5. What are the differences among sub-groups of counselors (city, non-city, junior high, senior high, more professional, less professional) regarding the above ?

The data were collected by a questionnaire survey. On the basis of the findings, the following conclusions were reached:

1. Functions performed by counselors involved working with individual students, groups of students, staff, parents and community; assembling information about students and opportunities; and the professional development of the counselor and the guidance program.
2. There is less divergence between the counselors ideal and actual roles in functions concerned with vocational planning or personal - social adjustment.
3. Seventy-one functions have been identified which 75 percent or more of the respondents perceived should receive moderate to considerable attention and 35 of these show a significantly high divergence between the counselor's ideal and actual roles.

4. *Sixteen functions have been identified which 75 percent or more of the counselors perceive should receive little or no attention.*
5. *The most frequent cause of high divergence between ideal and actual roles arises from the counselors' perception that more attention should be given to many of the functions now being performed.*
6. *There is high correlation between the counselors' functions listed in rank order of the attention each should receive and the attention each is given.*
7. *There is high agreement among the sub-groups regarding the functions each perceives high in divergence between ideal and actual roles, and differences between ideal and ideal or between actual and actual are minor and or predictable.*
8. *Counselors perceive their role as being determined by the school administrator.*
9. *Counselors perceive their optimal functioning is primarily limited to too large a student load and lack of clerical assistance (Mayer, 1963).*

Baum (1971) focused upon the perceived patterns of emphasis placed upon specific school related tasks as viewed by counselors and administrators. The underlying thesis is that counselors and administrators may perceive the counselor role differently.

The basic questions used to delimit the general problem were:

1. Is there a difference in the perceived patterns of emphasis placed upon specific tasks as viewed by counselors and administrators within the four high schools surveyed ?
2. Do counselors and administrators in the four high schools agree with the tasks identified as counselor duties by the American School Counselor Association ?

The population for this study consisted of the entire administrative and counseling staff of the four high schools of the city school district participating in the study.

Selected findings from Baum's study were:

1. *There is a difference in the perceived patterns of emphasis placed upon specific tasks as viewed by counselors and administrators within four high schools.*
2. *The respondents in the study agreed with the American School Counselor Association that counseling, staff consulting, parent help, educational and occupational planning, and pupil appraisal were counselor duties.*
3. *Administrators did not agree with the American School Counselor Association that local research was a counselor duty (Baum 1971).*

Gutherie (1970) felt that certain school counselors are performing duties that have little or no relationship to stated policies and procedures adopted by the American Personnel and Guidance Association, American School Counselor Association, and Association for Counselor Education and Supervision. He contended that if this trend continued to prevail in many schools throughout the country, then it could be concluded that counselors, principals, superintendents, and counselor - educators did not agree on the policies and procedures regarding the role and function of the school counselor.

The purpose of Gutherie's study was : (1) to determine if there are differences in the reported perceptions of a trained, certified counselor in Texas high schools, regarding the duties and role responsibilities of a counselor as opposed to the reported perceptions that the principal and superintendent have of counselor's duties and responsibilities; (2) to determine if any differences exist between the duties that the counselor feels should be performed and those he does perform; (3) to determine if the perception of the counselor's duties held by counselor - educators in Texas Colleges and Universities, with counselor certification programs, are different from the views of the practicing counselor, the principal, and the superintendent.

Gutherie used a 40 item opinionnaire and surveyed 100 counselors, 100 principals, 100 superintendents, and 87 counselor-educators in Texas. A total return of 282 opinionnaires were *usable for analysis.*

The important findings of this study were:

1. *Counselors and principals in the Texas high schools differed significantly in their perceptions of the duties and responsibilities of the high school counselor. This conclusion is based on the significant differences obtained on four of the forty items on the opinionnaire.*
2. *Counselors in the Texas high schools differed significantly from their superintendents in their perceptions of the duties and role responsibilities of a high school counselor.*
3. *Texas high school counselors' perception of their duties and role responsibilities differed significantly from the perceptions held by counselor - educators of the counselor's duites and role responsibilities.*
4. *Principals in Texas high schools and their superintendents do differ significantly in their perceptions of a high school counselor duties and role responsibilities.*

5. Texas high school principals perceptions of the duties and role responsibilities of a high school counselor differed significantly from perceptions held by the counselor - educators, who are engaged in training counselors in Texas colleges and universities.
6. Texas superintendents' perceptions of the duties and role responsibilities of a high school counselor differed significantly from the perception held by counselor - educators.
7. Texas high school counselors' perceptions of the duties and role responsibilities which they feel they should be performing for the most effective counseling program do not differ significantly from the duties and role responsibilities which are being performed by them (Gutherie, 1970).

Di Silvertro (1973) contended that their has been a discrepancy between the counselors' and administrators' perceptions of the counselor's role. DiSilvestro felt that this discrepancy seemed to indicate confusion concerning the role responsibility and function of the school counselor.

The purpose of his study was to describe to what extent Indiana school superintendents, secondary school principals and secondary school counselors agree or disagree concerning the role and function of the Indiana secondary school counselor.

The results of this study indicated that superintendents, secondary school principals, and secondary school counselors agree to a much greater extent than disagree concerning the role of the secondary school counselor. Differences which appeared in response to the first question typically were between superintendents and counselors. The difference was usually that superintendents saw counselors as being more involved in a function than counselors themselves reported. Differences which appeared in response to the second question also typically occurred between superintendents and counselors in that superintendents were usually more satisfied with a particular aspect of the guidance program than were counselors. Finally, differences which occurred in response to the third question were typically between principals and counselors, with counselors usually indicating that they should be more involved in a particular function while principals were satisfied with the present degree of involvement.

Johnson (1968) believed even though clear delinations of the high school counselor's proper responsibilities are available, counselors are often required by administrators to perform time consuming tasks which impede the developmental counseling function. Counselors and administrators representing twenty-one California high schools were interviewed regarding the counselors role.

The findings of this study can be summarized as follows:

1. No significant differences were discovered between counselors and administrators when comparing degrees of satisfaction with the present counselor's role.
2. Both administrators and counselors expressed concern about the counselor's time for clerical tasks.
3. Counselors, much more than administrators, were distressed with the non-counseling use of their time for such duties as lunchroom supervision, attendance work,

and punitive discipline. Some administrators justified assigning such duties as necessary for the counselor to take the responsibility for the whole child (Johnson, 1968).

In 1970 Vanderpan questioned whether secondary school counselors and their respective principals differ in their perceptions of what the role and function of the high school counselor really is and should be.

Vanderpan found that:

1. There was agreement between principals, and counselors.
2. There was only one item concerning the ideal role functions of counselors on which 80 percent or more of the principals and counselors agreed.
3. Counselors perceived their ideal role as counsels for educational planning, adjustment to school, develops and carries out testing programs, talks to parents to obtain information about pupils, counsels for vocational problem solving, interviews teachers to obtain information about pupils, counsels for academic planning, collects and

files information, plans and conducts school guidance services, and counsels for problem solving.

4. Counselors perceived their ideal function as : instructs teachers in purpose and use of the guidance system, counsels groups for vocational plans, consults with teachers concerning classroom problems, confers with parents concerning future plans of students, prepares and carries out orientation programs for the school, helps students to plan scheduling, utilizes follow-up studies, confers with parents of failing students, administers interests inventories, and counsels groups for personal problems.
5. The principal perceives the ideal role of the counselor as: counsels for educational planning, counsels for adjustment to school, develops and carries out testing programs, talks to parents to obtain information about pupils, counsels for vocational problem solving, interviews teachers to obtain information about pupils, counsels for academic planning, collects and files information, plans

and conducts the school guidance services, and counsels for problem solving.

6. The principals perceived the ideal functions of the counselor as: administers intelligence tests, instructs teachers in purpose and use of guidance systems, confers with parents concerning future plans of students, counsels groups for vocational plans, administers aptitude tests, administers interests inventories, help students to plan scheduling, administers vocational tests, discusses student problems informally with teachers, and helps organize special activities for students (Vanderpan, 1970).

In 1972, England compared counselors' and building administrators views of the actual and ideal role of the counselor in the Tacoma Public Schools.

England found that counselors considered the ideal and actual role of the counselor to include functions relating to establishing rapport and maintaining confidentiality; counseling with students; helping staff recognize needs of students; and serving as a *consultant. A significant proportion of building administrators considered the ideal and actual role of the counselor to include functions relating to organizing and administering the testing program; participating actively in professional organizations; and maintaining a system of professional record-keeping. England concluded that counselors and administrators were working in isolation of one another and the reduction of this isolation was imperative (England, 1972).*

Wills (1972) sought to establish an objective of the counselor and his role as seen by various professional groups.

Wills found that:

1. *Counselors and administrators felt that the counselor should engage in tasks related to educational and vocational counseling.*
2. *Administrators did not support the counselor's participation in personal counseling.*
3. *Counselors and administrators supported the counselor's participation in tasks related to testing and diagnosis. Both groups expected the counselor to be an expert in the selection, use and interpretation of tests.*

4. Counselors reacted negatively to the counselor's performing tasks related to the teacher role and to administrative - clerical responsibilities. Administrators associated the counselor with administrative - clerical tasks and performing tasks related to the teacher's role. (Wills, 1972)

In 1971 Tyson investigated the functions of elementary, secondary, special education, vocational, employment, and rehabilitation counselors to determine if a central core of skills was necessary to perform various work settings. She surveyed 295 counselors in Texas during the Spring of 1971.

Tyson concluded that the counselor, whatever his work setting, was performing a major part of his total activities in functions other than counseling and counseling related activities. Tyson stated that the role of the counselor in Texas, whether in public schools or agencies, is not similar to the counselor role as described by the American Personnel and Guidance Association (Tyson 1971).

Stack in 1978 sought to determine the perceptions of the role of the secondary school counselor held by principals and counselors. Based on an analysis of his data Stack concluded that there was a lack of agreement between principals and counselors in a substantial number of responsibilities that relate to the role of the secondary school counselor. These differences were most pronounced in the counseling and placement functions.

Lopez-Meisel (1977), investigated the discrepancy of perception between the actual and the ideal role of the public school counselor in Oklahoma. She found that administrators viewed the real and the ideal role of the counselor differently than did the school counselors. Counselors reported a large number of discrepant items, implying that counselors may be fulfilling the expectations set forth by administrators but they are not satisfied with their role counselors were especially dissatisfied with administering discipline and supervising lunchroom or study hall.

In summary, the role of the school counselor has been the subject of discussion since the first counselor appeared on the scene. The role of the counselor has been expanded from a purely vocational emphasis in the early 1900's to include present day *vocational, educational and personal concerns.*

The role of the school counselor continues to be a problem which was evidenced by the review of the literature in this chapter. The results of earlier studies indicated that : 1) some school counselors were doing a variety of things they felt they should not do; 2) it was not clear what counselors perceived their role to be; and 3) variations existed between what counselors perceived their role to be and what administrators perceived the counselors role to be.

The role of the school counselor is one of the most debated issues among educators today. It is little wonder, if at the local level, counselors continue to be many things to many people.

Chapter III

Design Of The Study

This chapter will present the methods and procedures of the study. For the purpose of presentation this chapter has been divided into the following five sections: 1) descriptions of the questions to be answered; 2) descriptions of the subjects; 3) description of the research instrument; 4) description of the procedures; and 5) treatment of the data.

Questions To Be Answered

The following questions were poised in the study.

1. Is there willingness on the part of the elementary school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District ?
2. Is there willingness on the part of the junior high school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District ?
3. Is there willingness on the part of the senior high school counselors to perform each of the seventy-four role

responsibilities as expected by the Cherry Hill School District ?

4. How important are each of the seventy-four role responsibilities as perceived by the elementary school counselors ?
5. How important are each of the seventy-four role responsibilities as perceived by the junior high school counselors?
6. How important are each of the seventy-four role responsibilities as perceived by the senior high school counselors?
7. Will the responses among the elementary school counselors, the junior high school counselors and the senior high school counselors be significantly different?

Description Of The Subjects

The subjects in this study were all tenured guidance counselors in the Cherry Hill School District. These counselors were employed at the elementary school level, the junior high school level, and the senior high school level. Each individual surveyed in the study had *a minimum of six years experience as a counselor within the school district, and each individual held a permanent State of New Jersey Student Personnel Services Certificate.*

The sample size in the study was designed to include the entire counseling staff of a large suburban New Jersey public school district. The sample size included counselors who service fifteen elementary schools, three junior high schools, and two senior high schools. The sample size included 46 counselors.

Description Of The Research Instrument

The data gathering instruments, for the study, were in the form of printed questionnaires. Richardson, Dohrwend, and Klein (1965), stated that the printed questionnaire provides a considerable measure of economy because the information to be yielded on it can be gathered without the investigators presence. The study was essentially a survey of attitudes as opposed to facts, the investigator chose to design an instrument that used likert-type scales for the study. Likert-type scales have been used for data gathering for studies of attitudes since the 1930's.

Murphy and Likert (1938), in their studies, assumed that attitudes are distributed normally. Likert-type scales yield scores, the units of which are equal throughout the entire range. Murphy and Likert found reliability coefficients with their use of likert-type scales.

Murphy and Likert (1938), also chose likert-type scale method of data gathering about attitudes because of the realistic ease of the construction of the scales.

The survey instrument in this study was a questionnaire which included seventy-four items on a five point scale designed to measure the counselors attitudes toward their willingness to perform each item and their perceived importance of each item. The scale ranged from 1 (which indicated least willing to perform and least important) to 5 (which indicated most willing to perform and most important). The seventy-four items used in the questionnaire were adopted from the seventy-four expected role responsibilities submitted to the superintendency in March 1979 by the Cherry Hill School District's Advisory Council for Counselor Evaluation. (Cherry Hill School District, 1979 (c)).

The instrument was reviewed by two educational researchers, two administrators, and two counselors all of whom agreed that the instrument had both face validity and content validity for this study. This instrument was then entitled Counselors' Questionnaire.

Description Of The Procedures

A letter requesting permission to survey the counselors of the Cherry Hill School District was sent to the superintendent in September 1979. Permission to administer the Counselors' Questionnaire was received in September 1979.

In October 1979, the entire counseling staff of the Cherry Hill School District received a letter requesting their participation in the study. Attached to the letter was a coded copy of the Counselors' Questionnaire. Each questionnaire was coded with a number to insure confidentiality, and to provide the author with an accurate record of those counselors who responded. A great majority of the survey questionnaires were returned within two weeks of their distribution. After three weeks a second letter was sent reminding the counselors to respond. Forty-five counselors responded, one counselor chose not to respond, which indicated a 97% return of questionnaires.

Treatment Of The Data

The item responses to the Counselors' Questionnaire were on a five point scale with a low point of 1(standing for least willing to perform and least important) and a high point of 5(standing for most willing to perform and most important). Thus, the theoretical average for an item would be a response of three. This means that items of average response of, or near three would be items for which a group of counselors responding did not feel strongly either way, and took a neutral position, or indicated widely divergent feelings among the counselors. For this reason items whose average response from the counselors was within .5 above or .5 below the theoretical average of three were examined for either neutral feelings or widely divergent feelings among the counselors.

The study in its design was a descriptive analysis of the counselors' attitudes toward their willingness to perform each item and secondly, their perceived importance of each item.

Data were analyzed by: a) total counseling staff; b) elementary school counselors; c) junior high school counselors; d) senior high school counselors. The average responses for each item on Part A (willingness to perform the role responsibility), were compared to the average response of each item on Part B (perceived importance of the role responsibility). Similarly the mean responses for the total group were compared to the mean scores of each of the three sub groups. Mean scores, sums, and minimum and maximum scores were computed for the study, (Henerson, Morris, and Fitz-Gibbon, 1978).

The questionnaire responses were key punched to create one record per counselor. Scores for each item within each of the thirteen sections of the questionnaire were summed to form a scale for each section. In order to compare responses among the elementary school counselors, junior high school counselors, and senior high school counselors a chi square was computed for each of the thirteen section scales. The statistical analysis system was employed to determine if there was a statistically significant difference among the elementary school counselors, the junior high school counselors, and the senior high school counselors in *their response. Statistically significant difference was set at the .05 level.*

Chapter IV

Presentation Of The Results

This chapter of the dissertation will deal with the presentation of the results. This chapter has been divided into seven sections which correspond to each of the seven questions to be answered in the study.

Question 1

The question numbered one, asked: is there willingness on the part of the elementary school counselors to perform the seventy-four role responsibilities as expected by the Cherry Hill School District ?

The mean attitude scores are presented in Table 1. The analysis of the data in Table 1, indicated that the elementary school counselors were willing to perform the role responsibilities expected by the Cherry Hill School District with the exception of those role responsibilities listed under Section VIII and Section XIII of the Counselors' Questionnaire.

In section VIII the counselor was expected to assist in the instructional placement of the child. The analysis of the data in

Table 1 B, indicated that the elementary school counselors were uncommitted as to whether they were willing to 1)establish and implement procedures for student programming and course selections; 2) assist in developing and implementing the procedures for the instructional grouping of the students in accordance with the criteria as determined by the principal; and 3) prepare schedules and orientation materials for newly enrolled students.

The analysis of the data in Table 1 B, further indicated that the elementary school counselors were not willing to 1) verify and produce class lists for distribution to the school staff; and 2) assist in developing a current master schedule for students, teachers, and room assignments.

In Section XIII, the counselor was expected to instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to, interscholastic and intramural sports, music, and theatrical programs, publications, student government, safety patrols, and student clubs.

The analysis of the data in Table 1 B, indicated that the elementary school counselors were uncommitted as to whether they were willing to 1)attend staff meetings and serve on committees as required; and 2)perform other duties which are within the scope of his or her employment and certification areas as may be assigned by his supervisor.

The analysis of the data in Table 1 B, further indicated that the elementary school counselors were not willing to 1) develop and enforce the policies and regulations regarding student participation in the areas assigned; 2) organize practice sessions, meetings, and or rehearsals to provide for maximum and meaningful participation of students; 3)meet performance standards as determined by the building principal or his designated representation; 4)arrange for the availability of materials, equipment, and supplies required for the assigned activity; and 5)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff, and visitors.

Table 1

The Perceived Willingness Of the Elementary School Counselors To Perform Expected Role Responsibilities

Section	Mean	Standard Deviation
I	4.25	.298
II	4.62	.222
III	4.37	.295
IV	4.50	.401
V	4.74	.177
VI	3.93	.496
VII	4.10	.535
VIII	2.20	.650
IX	4.50	.471
X	3.59	.667
XI	4.50	.483
XII	4.54	.616
XIII	1.89	.880

Table I B

The Perceived Willingness Of The Elementary School Counselors To Perform Each Of The Seventy-Four Expected Role Responsibilities

	Role Responsibility	Mean	Standard Deviation
I	1	3.67	.916
	2	4.00	.535
	3	4.50	.535
	4	5.00	.000
	5	4.07	.518
II	6	5.00	.000
	7	5.00	.000
	8	4.37	.744
	9	4.12	.641
	10	4.25	.463
	11	4.62	.518
	12	4.62	.518
	13	5.00	.000
III	14	4.12	.835
	15	4.75	.463
	16	5.00	.000
	17	4.87	.354
	18	4.00	.756
	19	3.75	.707
	20	4.12	.641

	Role Responsibility	*Mean*	*Standard Deviation*
IV	*21*	*4.00*	*.535*
	22	*4.87*	*.354*
	23	*4.75*	*.463*
	24	*4.37*	*.744*
V	*25*	*5.00*	*.000*
	26	*5.00*	*.000*
	27	*5.00*	*.000*
	28	*4.87*	*.354*
	29	*3.87*	*.835*
VI	*30*	*4.12*	*.835*
	31	*3.64*	*.518*
	32	*4.00*	*.835*
	33	*3.75*	*.707*
	34	*3.25*	*.463*
	35	*3.62*	*1.400*
	36	*4.00*	*1.165*
	37	*5.00*	*0.000*
VII	*38*	*3.87*	*.991*
	39	*4.25*	*.463*
	40	*4.00*	*.535*
	41	*4.25*	*.707*
	42	*4.12*	*.835*
VIII	*43*	*2.50*	*1.309*
	44	*3.37*	*1.061*
	45	*1.50*	*.926*
	46	*2.50*	*.926*
	47	*1.12*	*.354*
IX	*48*	*4.50*	*1.414*
	49	*4.87*	*.354*
	50	*3.62*	*1.356*
	51	*4.00*	*1.069*
	52	*4.75*	*.463*
	53	*4.50*	*.756*
	54	*4.75*	*.707*
	55	*4.87*	*.354*

	Role Responsibility	Mean	Standard Deviation
	56	4.62	.744
X	57	3.55	.707
	58	3.70	1.195
	59	3.62	.916
	60	3.50	.926
XI	61	4.63	1.061
	62	5.00	.000
	63	4.12	1.126
	64	4.25	.707
XII	65	4.62	.744
	66	4.25	.886
	67	4.75	.463
XIII	68	1.50	1.069
	69	1.37	.744
	70	1.87	.991
	71	1.50	.756
	72	2.62	1.847
	73	1.62	1.188
	74	3.14	1.676

Question 2

The question numbered two, asked: is there willingness on the part of the junior high school counselors to perform the seventy-four role responsibilities as expected by the Cherry Hill School District ?

The mean attitude scores are presented in Table 2. The analysis of the data in Table 2, indicated that the junior high school counselors were willing to perform the role responsibilities expected by the Cherry Hill School District with the exception of those role responsibilities listed under Section VII, Section X, and Section XIII of the Counselors' Questionnaire.

In Section VII, the counselor was expected to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee.

The analysis of the data in Table 2 B, indicated that the junior high school counselors were uncommitted as to whether they were willing to 1)schedule make up tests when necessary; and

2)to complete an analysis report of the test results and interpret such results to students, parents, and the school staff.

The analysis of data in Table 2 B, further indicated that the junior high school counselors were not willing to 1)order, prepare, and distribute testing materials; 2)prepare the appropriate testing instructions and schedules for students and teachers; and 3)collate and submit the complete test in accordance with the publisher's directions.

In Section X, the counselor was expected to participate in district, school,and departmental in - service and program development activities and in the selection of books, equipment, and other instructional materials.

The analysis of the data in Table 2 B, indicated that the junior high school counselors were uncommitted as to whether they were willing to 1)work cooperatively with other staff members at the grade school, and district levels to evaluate and improve the instructional program and methodology; and 2)initiate recommendations for acquiring new programs or materials when existing programs or materials are ineffective.

The analysis of the data in Table 2, further indicated that the junior high school counselors were not willing to 1)upon request, participate in providing in-serive programs designed to improve the teaching proficiencies of colleagues; and 2) pilot new materials or instructional units when requested.

In Section XIII, the counselor was expected to instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to, interscholastic and intramural sports, music, and theatrical programs, publications, student government, safety patrols, and student clubs.

The analysis of the data in Table 2 B, indicated that the junior high school counselors were uncommitted as to whether they were willing to 1)meet performance standards as determined by the building principal or his designated representative; 2) arrange for the availability of materials, equipment, and supplies required for the assigned activity; 3)attend staff meetings and serve on committees as required; and 4)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff, and visitors.

The analysis of the data in Table 2 B, further indicated that the junior high school counselors were not willing to 1)develop and enforce policies and regulations regarding student participation in the areas assigned; 2) organize practice sessions, meetings, and/or rehearsals to provide for maximum and meaningful participation of students; and 3) perform othere duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.

Table 2

The Perceived Willingness Of The Junior High School Counselors To Perform Expected Role Responsibilities

Section	Mean	Standard Deviation
I	4.32	.286
II	4.70	.334
III	3.97	.752
IV	4.17	.755
V	4.66	.284
VI	3.96	.846
VII	2.22	1.137
VIII	3.50	.909
IX	4.28	.629
X	2.80	1.046
XI	4.60	.412
XII	4.70	.483
XIII	2.62	1.315

Table 2 B

The Perceived Willingness Of
The Junior High School Counselors
To Perform The Seventy-Four Role Responsibilities

	Role Responsibilities	Mean	Standard Deviation
I	1	3.90	1.33
	2	4.70	.483
	3	4.60	.516
	4	4.00	.316
	5	4.40	.699
II	6	5.00	.000
	7	4.60	.516
	8	4.50	.850
	9	4.50	.707
	10	4.50	.850
	11	4.80	.422
	12	4.80	.632
	13	4.90	.316
III	14	4.40	.699
	15	3.50	1.179
	16	3.80	.422
	17	3.80	1.619
	18	3.80	1.476
	19	4.20	.789
	20	4.30	1.059
IV	21	3.60	1.174

	Role Responsibilities	Mean	Standard Deviation
	22	4.60	.516
	23	4.20	.919
	24	4.30	.949
V	25	4.90	.316
	26	4.90	.316
	27	4.90	.316
	28	4.90	.316
	29	3.70	.823
VI	30	4.00	.816
	31	4.00	1.054
	32	4.00	.994
	33	3.50	1.174
	34	3.60	1.075
	35	3.70	1.703
	36	4.10	1.287
	37	4.80	.422
VII	38	1.80	1.135
	39	1.90	1.101
	40	2.30	1.636
	41	2.60	1.647
	42	2.50	1.354
VIII	43	3.50	1.269
	44	3.50	1.197
	45	3.50	1.633
	46	4.00	1.197
	47	2.50	1.354
IX	48	4.50	.707
	49	4.50	.850
	50	4.10	.738
	51	4.40	.843
	52	4.70	.675
	53	4.30	.823
	54	4.40	.516

	Role Responsibilities	Mean	Standard Deviation
	55	4.10	.994
	56	3.60	1.174
X	57	3.00	1.247
	58	2.40	1.350
	59	3.50	1.354
	60	2.30	1.252
XI	61	4.90	.316
	62	4.90	.316
	63	4.20	.789
	64	4.40	.699
XII	65	4.80	.422
	66	4.70	.483
	67	4.60	.699
XIII	68	2.20	1.549
	69	2.20	1.687
	70	2.90	2.025
	71	2.90	1.729
	72	3.00	1.491
	73	2.90	1.595
	74	2.30	1.567

Question 3

The question numbered three asked: is there willingness on the part of the senior high school counselors to perform the seventy-four role responsibilities expected by the Cherry Hill School District.

The mean attitude scores are presented in Table 3. The analysis of the data in Table 3, indicated that the senior high school counselors were willing to perform the role responsibilities expected by the Cherry Hill School District with the exception of those role responsibilities listed under Section VII, Section X, and Section XIII of the Counselors' Questionnaire.

In Section VII, the counselor was expected to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee.

The analysis of the data in Table 3 B, indicated that the senior high school counselors were uncommitted as to whether they were willing to 1)order, prepare, and distribute testing materials; 2)prepare the appropriate testing instructions and schedules for students and teachers; 3)collate and submit the complete tests in accordance with the publisher's directions; 4)schedule make-up tests when necessary; and 5)complete an analysis report of test results and interpret such results to students, parents, and the school staff.

In Section X, the counselor was expected to participate in district, school and departmental in-service and program development activities and in the selection of books, equipment, and other instructional materials.

The analysis of the data in Table 3 B, indicated that the senior high school counselors were uncommitted as to whether they were willing to 1)work cooperatively with other staff members at the grade, school, and district levels to evaluate and improve the instructional program and methodology; 2)upon request, participate in providing in-service programs designed to improve the teaching proficiencies of colleagues; 3)initiate recommendations for acquiring new programs or materials when existing programs or materials when existing programs or materials are ineffective; and 4)pilot new materials or instructional units when requested.

In Section XIII, the counselor was expected to instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to interscholastic and intramural sports, music, and theatrical programs, publications, student government, safety patrols, and student clubs.

The analysis of the data in Table 3B, indicated that the senior high school counselors were uncommitted as to whether they were willing to 1)develop and enforce the policies and regulations regarding student participation in the area assigned; 2)meet performance standards as determined by the building principal or his designated representative; 3)arrange for the availability of materials, equipment, and supplies required for the assigned activity; 4)attend staff meetings and serve on committees, as required; and 5)perform other duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.

The analysis of the data in Table 3 B, further indicated that the senior high school counselors were not willing to 1)organize practice sessions, meetings, and/or rehearsals to provide the maximum and meaningful participation of students; and 2)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff and visitors.

Table 3

The Perceived Willingness Of The

Senior High School Counselors

To Perform Expected Role Responsibilities

Section	Mean	Standard Deviation
I	4.05	.783
II	4.57	.332
III	3.82	.646
IV	3.79	.728
V	4.44	.471
VI	3.94	.708
VII	2.96	1.043
VIII	3.53	.899
IX	4.22	.602
X	3.01	.815
XI	4.27	.589
XII	4.34	.830
XIII	2.79	1.064

Table 3 B

The Perceived Willingness Of The Senior High School Counselors To Perform The Seventy-Four Expected Role Responsibilities

Role Responsibilities	Mean	Standard Deviation
1	3.07	1.412
2	3.69	1.312
3	4.53	.761
4	4.76	.430
5	4.19	1.059
6	4.96	.196
7	4.03	1.038
8	3.84	.967
9	4.96	.196
10	4.76	.430
11	4.57	.703
12	4.61	.637
13	4.80	.497
14	4.07	1.017
15	3.50	.906
16	4.73	.604
17	3.84	1.047
18	2.88	1.336
19	4.26	1.002
20	3.46	1.174

Role Responsibilities	Mean	Standard Deviation
21	3.38	1.098
22	3.96	.999
23	3.69	1.289
24	4.15	.925
25	4.61	.571
26	4.80	.491
27	4.57	.703
28	4.61	.752
29	3.61	.852
30	4.15	.834
31	4.19	1.096
32	3.84	1.156
33	3.53	1.240
34	3.65	1.018
35	3.73	1.151
36	3.92	1.324
37	4.53	.948
38	2.65	1.231
39	2.73	1.313
40	2.80	1.386
41	3.19	1.415
42	3.42	1.238
43	3.56	1.234
44	3.53	1.282
45	3.51	1.266
46	3.53	1.164
47	3.52	1.483
48	4.57	.643
49	4.73	.533
50	3.84	1.156
51	4.50	.648
52	4.50	.812
53	4.26	.874
54	4.53	.706
55	3.69	1.289

Role Responsibilities	Mean	Standard Deviation
56	3.38	1.203
57	3.50	1.030
58	2.46	1.303
59	3.42	1.172
60	2.69	1.050
61	4.53	.859
62	4.65	.629
63	3.84	1.047
64	4.07	1.230
65	4.23	.945
66	4.19	.939
67	4.28	.902
68	2.65	1.355
69	2.38	1.359
70	3.00	1.575
71	2.66	1.522
72	3.15	1.592
73	2.46	1.392
74	3.23	1.451

Question Four

The Question numbered four asked: how important are each of the seventy-four role responsibilities as perceived by the elementary school counselors ?

The mean attitude scores are presented in Table 4. The analysis of the data in Table 4 indicated that the elementary school counselors perceived as important those role responsibilities expected by the Cherry Hill School District with the exception of those role responsibilities listed under Section VIII, Section X, and Section XIII, of the Counselors' Questionnaire.

In Section VIII, the counselor was expected to assist in the instructional placement of the child. The analysis of the data in Table 4 B, indicated that the elementary school counselors perceived as not important those role responsibilities which required the counselor to 1)establish and implement procedures for student programming and course selections; 2)assist in developing and implementing the procedures for the instructional grouping of students in accordance with the criteria as determined by the principal;

3)verify and produce class lists for distribution to the staff; 4)prepare schedules and orientation materials for newly enrolled students; and 5)assist in developing and maintaining a current master schedule for students, teachers, and room assignments.

In Section X, the counselor was expected to participate in district, school, and developmental in-service and program development activities in the selection of books, equipment, and other instructional materials. The data in Table 4 B, indicated that the elementary school counselors perceived as not important those role responsibilities which required the counselor to 1)work cooperatively with other staff members at grade,school, and district levels to evaluate and improve the instructional program and methodology; 2)upon request, participate in providing in-service programs designed to improve the teaching proficiencies of colleagues; 3)initiate recommendations for acquiring new programs or materials when existing programs or materials are ineffective; and 4)pilot new materials or instructional units when requested.

In Section XIII, the counselor was expected to instruct, advise, *coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to, interscholastic and intramural sports, music, and theatrical programs, publications, student government, safety patrols and student clubs. The analysis of the data in Table 4B indicated that the elementary school counselors perceived as not important those role responsibilities which required the counselor to 1)develop and implement policies and regulations regarding student participation in the areas assigned; 2)organize sessions, meetings, and/or rehearsals to provide for maximum and meaningful participation of students; 3)meet performance standards as determined by the building principal or his designated representative; 4) arrange for the availability of materials, equipment, and supplier required for the assigned activity; 5)attend staff meetings and serve on committees as required; 6)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff and visitors; and 7)perform other duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.*

Table 4

The Importance Of The Expected Role Responsibilities As Perceived By The Elementary School Counselors

Section	Mean	Standard Deviation
I	4.12	.337
II	4.48	.350
III	4.54	.539
IV	4.18	.233
V	4.75	.601
VI	3.68	.696
VII	4.02	.925
VIII	2.12	.375
IX	4.40	.352
X	3.34	.352
XI	4.59	.584
XII	4.25	.797
XIII	1.71	

Table 4B

The Importance Of The Seventy-Four Expected Role Responsibilities As Perceived By The Elementary School Counselors

	Role Responsibility	Mean	Standard Deviation
I	1	3.50	1.195
	2	4.00	.535
	3	4.62	.518
	4	4.00	.535
	5	4.50	.535
II	6	5.00	.000
	7	4.87	.354
	8	4.37	.744
	9	4.37	.744
	10	4.37	.744
	11	4.25	1.035
	12	4.62	.518
	13	4.00	.756
III	14	4.12	.641
	15	4.62	.518
	16	4.00	.535
	17	4.87	.354
	18	3.75	1.165
	19	3.50	1.195
	20	3.50	1.195
IV	21	3.75	1.035
	22	4.37	.354

	Role Responsibility	*Mean*	*Standard Deviation*
	23	4.62	.518
	24	4.00	.926
V	25	4.87	.354
	26	5.00	.000
	27	5.00	.000
	28	4.87	.354
	29	4.00	1.069
VI	30	4.12	1.126
	31	3.75	.886
	32	3.75	.886
	33	4.00	.991
	34	3.75	.886
	35	3.75	.916
	36	3.87	1.126
	37	4.00	.756
VII	38	4.12	.641
	39	4.00	.756
	40	4.00	.756
	41	4.25	1.035
	42	3.75	1.035
VIII	43	2.25	1.389
	44	2.87	.841
	45	1.62	.961
	46	2.37	1.302
	47	1.50	1.069
IX	48	4.75	.463
	49	4.62	.744
	50	3.75	1.282
	51	4.12	.744
	52	4.50	.756
	53	4.25	.886
	54	5.00	.000
	55	4.37	.744
	56	4.25	.707
X	57	3.62	.744

	Role Responsibility	Mean	Standard Deviation
	58	3.12	.835
	59	3.37	.744
	60	3.25	.707
XI	61	5.00	.000
	62	5.00	.000
	63	4.12	.835
	64	4.25	.707
XII	65	4.37	.744
	66	3.87	.991
	67	4.50	.535
XIII	68	1.50	.926
	69	1.25	.707
	70	1.62	.744
	71	1.62	.744
	72	2.12	1.808
	73	1.75	.886
	74	2.12	1.553

Question 5

The question numbered five asked: how important are each of the seventy-four role responsibilities as perceived by the junior high school counselors?

The mean attitude scores are presented in Table 5. The analysis of the data in Table 5, indicated that the junior high school counselors perceived as important those role responsibilities expected by the Cherry Hill School District with the exception of those role responsibilities listed under section, VII, section X, and section XIII of the Counselors' Questionnaire.

In section VII the counselor was expected to participate in the planning development, implementation, and analysis of the school's standardized and locally developed testing program and assists in the dissemination and interpretation phases as directed by the building principal or his designee.

The analysis of the data in Table 5B, indicated that the junior high school counselors perceived as not important those role responsibilities which required the counselor to 1)order, prepare, and distribute testing materials; 2)prepare the appropriate testing instructions and schedules for students and teachers; 3)collate and submit the completed tests in accordance with the publisher's directions; 4)schedule make-up tests when necessary; and 5)complete an analysis report of test results and interpret such results to students, parents, and school staff.

In section X, the counselor was expected to participate in district, school, and developmental in-service and program development activities in the selection of books, equipment, and other instructional materials.

The analysis of the data in Table 5B, indicates that the junior high school counselors perceived as not important those role responsibilities which required the counselor to 1)work cooperatively with other staff members at grade, school, and district levels to evaluate and improve the instructional program and methodology; 2) upon request, participate in providing in-service programs designed to improve the teaching proficiencies of colleagues; 3)initiate recommendations for acquiring new programs or materials when existing programs or materials are ineffective; and 4)pilot new materials or instructional units when requested.

In section XIII, the counselor was expected to instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to, interscholastic and intramural sports, music and theatrical programs, publications, student government, safety patrols and student clubs.

The analysis of the data in Table 6B, indicated that the junior high school counselors perceived as not important those role responsibilities which required the counselor to 1)develop and implement policies and regulations regarding student participation in the areas assigned; 2) organize sessions, meetings, and/or rehearsals to provide for maximum and meaningful participations of students; 3)meet performance standards as determined by the building principal or his designated representative; 4)arrange for the availability of materials, equipment, and supplies required for the assigned activity; 5)attend staff meetings and serve on committees as required; 6)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff, and visitors; and 7)perform other duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.

Table 5

The Importance Of The Expected
Role Responsibilities As Perceived
By The Junior High School Counselors

Section	Mean	Standard Deviation
I	4.14	.327
II	4.65	.390
III	4.04	.756
IV	4.22	.546
V	4.70	.316
VI	3.98	.732
VII	2.64	.903
VIII	3.66	.610
IX	4.18	.658
X	2.62	.899
XI	4.30	.654
XII	4.66	.497
XIII	2.45	1.047

Table 5 B

The Importance Of The Seventy-Four Expected Role Responsibilities As Perceived By The Junior High School Counselors

	Role Responsibility	Mean	Standard Deviation
I	1	2.40	.699
	2	4.40	.699
	3	4.70	.483
	4	5.00	.000
	5	4.20	.632
II	6	5.00	.000
	7	4.50	.850
	8	4.50	.850
	9	4.40	.699
	10	4.50	.850
	11	4.70	.675
	12	4.80	.632
	13	4.80	.632
III	14	4.20	.632
	15	3.60	.966
	16	4.80	.632
	17	4.30	1.059
	18	3.00	1.491
	19	4.20	.789
	20	4.20	1.033
IV	21	3.80	1.033
	22	4.60	.516
	23	4.20	.919
	24	4.30	.675

	Role Responsibility	Mean	Standard Deviation
V	25	4.80	.422
	26	4.90	.316
	27	4.80	.422
	28	4.80	.422
	29	4.20	.919
VI	30	4.30	.675
	31	3.90	.994
	32	3.90	.994
	33	3.40	1.075
	34	3.70	.949
	35	3.70	1.567
	36	4.20	.789
	37	4.80	.422
VII	38	2.20	1.033
	39	2.40	1.174
	40	2.70	1.560
	41	3.00	1.490
	42	2.90	1.10
VIII	43	3.90	.876
	44	4.00	.943
	45	3.00	1.764
	46	4.20	.919
	47	2.70	1.560
IX	48	4.40	.843
	49	4.50	.850
	50	3.80	1.135
	51	4.40	.843
	52	4.60	.699
	53	4.40	.699
	54	4.50	.850
	55	3.80	1.135
	56	3.30	1.160

	Role Responsibility	Mean	Standard Deviation
X	57	2.80	1.135
	58	2.50	1.080
	59	3.10	1.370
	60	2.10	.994
XI	61	4.60	.514
	62	4.60	.514
	63	4.00	1.155
	64	4.00	1.054
XII	65	4.80	.422
	66	4.60	.516
	67	4.60	.699
XIII	68	2.10	1.440
	69	2.40	1.578
	70	2.60	1.647
	71	2.70	1.418
	72	2.70	1.418
	73	2.70	1.567
	74	2.00	1.155

Question 6

The question numbered six asked how important are each of the seventy-four role responsibilities as perceived by the senior high school counselors?

The mean attitude scores are presented in Table 6. The analysis of the data in Table 6, indicated that the senior high school counselors perceived as important those responsibilities expected by the Cherry Hill School District with the exception of those responsibilities listed under section XI, section X, and section XII of the Counselors' Questionnaire.

In section VII, the counselor was expected to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee.

The analysis of the data in Table 6B, indicated that the senior high school counselors perceived as not important those role responsibilities which required the counselor to 1)order, prepare, and distribute testing materials; 2)prepare the appropriate testing instructions and schedules for students and teachers; 3) collate and submit the completed tests in accordance with the publisher's directions; 4)schedule make-up tests when necessary; and 5)complete an analysis report of test results and interpret such results to students, parents, and school staff.

In section X, the counselor was expected to participate in district, school, and developmental in-service and program development activities in the selection of books, equipment, and other instructional materials.

The analysis of the data in Table 6 B, indicated that the senior high school counselors perceived as not important those role responsibilities which required the counselor to 1)work cooperatively with other staff members at grade, school, and district levels to evaluate and improve the instructional program and methodology: 2)upon request, participate in providing in-service programs designed to improve the teaching proficiences of colleagues; 3)initiate recommendations for acquiring new programs or materials when existing programs or materials are ineffective; and 4)pilot new materials or instructional units when requested.

In section XIII, the counselor was expected to instruct, advise, coach, supervise, and district approved co-curricular activities as assigned, including but not limited to, interscholastic, and intramural sports, music, and theatrical programs, publications, student government, safety patrols and student clubs.

The analysis of the data in Table 6 B, indicated that the junior high school counselors perceived as not important those role responsibilities which required the counselor to 1)develop and implement policies and regulations regarding student participation in the areas assigned; 6)organize sessions, meetings, and/or rehearsals to provide for maximum and meaningful participations of students; 3)meet performance standards as determined by the building principal or his designated representative; 4)arrange for the availability of materials, equipment, and supplies required for the assigned activity; 5)attend staff meetings and serve on committees as required; 6)actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff, and visitors; and 7)perform other duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.

Table 6

The Importance Of The Expected Role Responsibilities As Perceived By The Senior High School Counselors

Section	Mean	Standard Deviation
I	3.95	.743
II	4.47	.338
III	3.68	.578
IV	3.81	.770
V	4.50	.460
VI	3.92	.621
VII	3.07	1.004
VIII	3.56	.864
IX	4.24	.482
X	3.03	.754
XI	4.37	.426
XII	4.25	.744
XIII	2.80	1.090

Table 6B

The Importance Of The Seventy-Four Expected Role Responsibilities As Perceived By The Senior High School Counselors

	Role Responsibility	Mean	Standard Deviation
I	1	2.76	1.306
	2	3.76	1.303
	3	4.30	1.123
	4	4.80	.491
	5	4.11	1.033
II	6	5.00	.000
	7	3.88	1.033
	8	3.84	1.008
	9	4.84	.464
	10	4.57	.643
	11	4.34	.846
	12	4.61	.571
	13	4.69	.549
III	14	3.92	.977
	15	3.03	.958
	16	4.76	.514
	17	3.84	.967
	18	2.73	1.079
	19	4.00	.938
	20	3.46	1.174
IV	21	3.19	1.132
	22	4.03	.999
	23	3.92	1.197

	Role Responsibility	Mean	Standard Deviation
	24	4.11	.993
V	25	4.69	.618
	26	4.84	.464
	27	4.57	.758
	28	4.65	.689
	29	3.76	.863
VI	30	4.07	.891
	31	4.34	.846
	32	3.88	1.071
	33	3.61	1.235
	34	3.57	1.065
	35	3.80	1.167
	36	3.73	1.343
	37	4.38	1.061
VII	38	2.80	1.266
	39	2.90	1.262
	40	3.19	1.297
	41	2.88	1.275
	42	3.57	1.102
VIII	43	3.62	.983
	44	3.52	1.243
	45	3.54	1.379
	46	3.53	1.216
	47	3.59	1.470
IX	48	4.23	.703
	49	4.69	.618
	50	4.11	1.033
	51	4.61	.637
	52	4.30	.884
	53	4.57	.703
	54	4.38	.852
	55	3.76	1.070

	Role Responsibility	Mean	Standard Deviation
	56	3.34	1.056
X	57	3.11	1.107
	58	2.65	1.129
	59	3.30	1.258
	60	3.07	1.262
XI	61	4.53	.706
	62	4.76	.514
	63	3.80	1.0916
	64	4.38	.697
XII	65	4.30	.884
	66	4.15	.967
	67	4.30	.884
XIII	68	2.78	1.336
	69	2.42	1.332
	70	2.88	1.451
	71	2.80	1.575
	72	3.30	1.463
	73	2.50	1.449
	74	2.92	1.324

Question 7

The question numbered seven asked: will the responses among the elementary school counselors, the junior high school counselors and the senior high school counselors be significantly different ?

For question numbered seven responses were treated as categorical data. Each of the possible responses were treated as separate categories. For each of the thirteen sections of the Counselors' Questionnaire responses for each item were summed and divided by the total number of items within each section. Non-integer values were truncated to integers. Thus, the range of responses for each new variable created was always 1 thru 5.

For each respondent a new variable was created for each of the thirteen sections of the Counselors' Questionnaire which related to both the perceived willingness to perform the role responsibilities and the perceived importance of the role responsibilities. For each of these twenty-six variables the Crosstabulation Procedure of the Statistical Package for the Social Sciences was employed. From this procedure a table was generated displaying the possible responses by group (elementary school counselors, junior high school counselors, and senior high school counselors). For each of the twenty-six variables this procedure also produced a chi square statistic and its accompanying level of significance (Table 7 and 7B).

For this study significance was established at the .05 level. The analysis of the data in Tables 7 and 7B indicated that the responses among the elementary school counselors, the junior high school counselors, and the senior high school counselors were not significantly different with the exception of the following:

1. The elementary school counselors perceived as important and were willing to perform those role responsibilities in Section VII which required the counselor to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee. The junior high school and senior high school counselors perceived those role responsibilities as not being important, and were not willing to perform them.

2. The elementary school counselors perceived those role responsibilities in Section VIII which required the counselor to assist in the instructional placement of the child as not being important. The junior high school counselors and senior high school counselors perceived those role responsibilities as being important.

Table 7

Significant Difference Of Responses Among Elementary School Counselors, The Junior High School Counselors And The Senior High School Counselors As to Their Perceived Willingness To Perform The Expected Role Responsibilities

Section	Chi Square	DF	Significance
I	11.89	6	.064
II	3.00	4	.556
III	8.22	6	.222
IV	6.51	6	.367
V	3.64	4	.455
VI	3.95	6	.682
VII	21.82	8	.005
VIII	13.89	8	.084
IX	3.85	6	.696
X	7.09	8	.526
XI	2.22	4	.693
XII	3.08	6	.798
XIII	5.87	6	.437

Table 7 B

Significant Difference Of Responses Among The Elementary School Counselors, The Junior High School Counselors And The Senior High School Counselors As to Their Perceived Importance Of The Expected Role Responsibilities

Section	Chi Square	DF	Significance
I	5.66	6	.46
II	4.08	4	.39
III	4.31	4	.36
IV	4.72	8	.78
V	4.66	4	.32
VI	4.90	6	.55
VII	17.50	8	.02
VIII	22.00	8	.0049
IX	3.23	4	.518
X	6.78	6	.341
XI	6.63	4	.156
XII	3.92	6	.687
XIII	11.55	6	.072

Summary

Interpretation of the data indicated that the elementary school counselors, the junior high school, and the senior high school counselors surveyed in the study perceived as important and were willing to perform those role responsibilities which required the counselor to:

1. Plan, organize, and implement a guidance and counseling program in accordance with the district's and school's policies, procedures, and requirements.

2. Counsel, assist, and motivate counselee in a manner designed to enhance their self worth and encourage them to achieve at their maximum potential.

3. Assist in the identification of school and individual needs which can be served by the guidance department, and participate in the development, implementation, and evaluation of guidance functions to appropriately meet those needs.

4. Maintain an awareness of the specialized services and personnel available to assist counselees with physical and psychological needs.

5. Identify counselees in need of specialized services

and initiates the necessary referral procedure to evoke the assistance of the appropriate specialist or services.

6. Act as the coordinating agent ot compile, record, and dessiminate pertinent information concerning counselees in accordance with the policies and procedures of the district and school.

7. Initiate and maintain communications with teachers and administrators, to serve the best interest of the students.

8. Initiate and maintain communications with parents and staff to serve in the best interests of the student.

9. Identify and pursue areas of professional growth necessary to maintain and improve the quality of professional performance.

Interpretation of the data further indicated that the elementary school counselors perceived as not important and were not willing to perform those role responsibilities which required the counselor to:

1. Assist in the instructional placement of the child.

2. Instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to interscholastic and intramural sports, music, and theatrical

programs, publications, student government, safety patrols, and student clubs.

The elementary school counselors indicated that they were willing to perform those role responsibilities which required the counselors to participate in district, school, and departmental in-service and program development activities and in the selection of books, equipment, and other instructional materials, even though they perceived these role responsibilities as not important to the student, the counseling program and the counselor's job.

The junior high school counselors and the senior high school counselors surveyed in the study perceived as not important and were not willing to perform those role responsibilities which required the counselor to:

1. Participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dessimination and interpretation phases as directed by the building principal or his designee.

2. Participate in district, school and departmental in-service

and program development activities and in the selection of books, equipment and other instructional materials.

3. Instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to interscholastic and intramural sports, music, and theatrical programs, publications, student governments, safety patrols, and student clubs.

The responses among the elementary school counselors, the junior high school counselors, and the senior high school counselors were not significantly different with the exception of the following:

1. The elementary school counselors were willing to perform those responsibilities which required the counselor to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee, where as the junior high school counselors and the senior high school counselors were not willing to perform those role responsibilities.

2. The elementary school counselors perceived as important those role responsibilities which require the counselor to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee, where as the junior high school counselors and the senior high school counselors perceived those responsibilities as not being important.

3. The elementary school counselors perceived those role responsibilities which required the counselor to assist in the instructional placement of the child as not being important. The junior high school counselors and the senior high school counselors perceived those responsibilities as being important.

The respondents neither added additional items nor commented at the end of each section of the Counselors' Questionnaire. This finding tends to validate the questionnaire and corroborate the good coverage made by the 74 items.

Chapter V

Summary,

Conclusions And Recommendations

This chapter will present a review of the dissertation, discuss the implications and form conclusions derived from the analysis. For the purpose of presentation this chapter has been divided into the following three major sections; 1)review of the purpose; 2)analysis of the questions; and 3)discussion of the data and implications.

Review of the Purpose

The purpose of this study was to assist school districts in the State of New Jersey with the definition of role responsibilities which guidance counselors can be expected to perform, in compliance with the New Jersey State Code 6:3 - 1.21.

Summary of the Literature

The literature has indicated that the role of the school counselor has been the subject of discussion since the first counselor appeared on the scene. The role of the counselor has been expanded from a purely vocational emphasis in the early 1900's to include present day vocational, educational, and personal concerns. The role of the school counselor continues to be a problem which was evidenced by the literature. The results of earlier studies indicated that: 1)some school counselors were doing a variety of things they felt they should not do; 2)counselors were unsure of their role responsibilities; and 3)variations existed between what counselors perceived their role to be and what administrators perceived their role to be.

School counselors have an important responsibility to define their own role. The school counselor must have enough awareness of the uniqueness of his or her professional role responsibilities so that they may assist administrators in understanding these responsibilities. However counselors often do not take the steps to define their own role responsibilities and rather accept any duty without objection or consideration of its appropriateness. This type of acceptance may result in confusion among counselors as to role definition.

The counselor is an important factor in defining the role responsibilities as to whether he or she functions as a professional counselor or as a clerk, adjunct teacher, or quasi-administrator. Even though professional associations of counselors and counselor educators have reached essential agreement on the role and functions of the school counselor, the school counselor continues to function in many cases as a nonprofessional.

Analysis of the Questions

The questions posed for answering in the study are relisted below:

1. Is there willingness on the part of the elementary school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District ?
2. Is there willingness on the part of the junior high school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District ?
3. Is there willingness on the part of the senior high school counselors to perform each of the seventy-four role responsibilities as expected by the Cherry Hill School District ?
4. How important are each of the seventy-four role responsibilities as perceived by the elementary school counselors ?

5. How important are each of the seventy-four role responsibilities as perceived by the junior high school counselors ?

6. How important are each of the seventy-four role responsibilities as perceived by the senior high school counselors ?

7. Will the responses among the elementary school counselors, the junior high school counselors, and senior high school counselors be significantly different ?

Research Design

The sample size of this study was designed to include the entire counseling staff of a large suburban New Jersey public school district. The sample size included forty-five counselors who service fifteen elementary schools, three junior high schools, and two senior high schools. The study was essentially a survey of attitudes, as opposed to facts. The survey instrument in the study was a questionnaire which included seventy-four items on a five point Likert-type scale. The questionnaire was designed to measure the counselors attitudes toward their willingness to perform each item and their perceived importance of each item. The scale ranged from one (which indicated least willing to perform and least important) to five (which indicated most willing to perform and most important). The questionnaire responses were key punched to create one record per counselor. Scores within each of the thirteen sections of the questionnaire were sumed for each section. To compare responses among the elementary school counselors, junior high school counselors, and senior high school counselors a chi square was computed for each of the thirteen section scales. The crosstabulation by group procedure of the Statistical Package for the Social Sciences was employed to determine if there was a statistically significant difference among the elementary school counselors, the junior high school counselors, and the senior high school counselors in their responses. Statistically significant difference was set at the .05 level.

Interpretation of the Data

Interpretation of the data indicated that the elementary school counselors, the junior high school counselors and the senior high school counselors surveyed in the study perceived as important and were willing to perform those role responsibilities which required the counselor to:

1. Plan, organize, and implement a guidance and counseling program in accordance with the district's and school's policies, procedures, and requirements.
2. Counsel, assist, and motivate counselee in a manner designed to enhance their self-worth and encourage them to achieve at their maximum potential.
3. Assist in the identification of school and individual needs which can be served by the guidance department, and participate in the development, implementation, and evaluation of guidance functions to appropriately meet those needs.
4. Maintain an awareness of the specialized services and personnel available to assist counselees with physical and psychological needs.
5. Identify counselees in need of specialized services and initiate the necessary referral procedure to evoke the assistance of the appropriate specialist or services.
6. Act as the coordinating agent to compile, record, and dessiminate pertinent information concerning counselees in accordance with the policies and procedures of the district and school.

7. Initiate and maintain communications with teachers and administrators, to serve the best interest of the students.
8. Initiate and maintain communications with parents and staff to serve in the best interest of the student.
9. Identify and pursue areas of professional growth necessary to maintain and improve the quality of professional performance.

Interpretation of the data further indicated that the elementary school counselors perceived as not important and were not willing to perform those responsibilities which required the counselor to:

1. Assist in the instructional placement of the child.
2. Instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to interscholastic and intramural sports, music, and theatrical programs, publications, student government, safety patrols, and student clubs.

The elementary school counselors indicated that they were willing to perform those role responsibilities which required the counselors to participate in district, school, and departmental in-service and program development activities and in the selection of books, equipment, and other instructional materials, even though they perceived these role responsibilities as not important to the student, the counseling program and the counselor's job.

The junior high school counselors and the senior high school counselors surveyed in the study perceived as not important and were not willing to perform those role responsibilities which required the counselor to:

1. Participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee.
2. Participate in district, school, and departmental in-service and program development activities and in the selection of books, equipment, and other instructional materials.
3. Instruct, advise, coach, supervise, and direct approved co-curricular activities as assigned, including but not limited to interscholastic and intramural sports, music, and theatrical programs, publications, student governments, safety patrols, and student clubs.

The responses among the elementary school counselors, the junior high school counselors, and senior high school counselors were not significantly different with the exception of the following:

1. The elementary school counselors were willing to perform those responsibilities which required the counselor to participate in the planning, development, implementation, and analysis of the school's standardized and locally developed testing program and assist in the dissemination and interpretation phases as directed by the building principal or his designee. The junior high school counselors and senior high school counselors were not willing to perform those role responsibilities.
2. The elementary school counselors were not willing to perform those role responsibilities which required the counselor to assist in the instructional placement of the student, and they perceived those role responsibilities as not being important to their guidance counseling program. The junior high school counselors and the senior high school counselors perceived as important and were willing to perform those responsibilities which required the counselors to assist in the instructional placement of the child.

Discussion Of The Data

The school counselors surveyed in the study indicated that they perceive the importance of defining the role responsibilities of the school counselor. Counselors in this study were willing to perform and perceived as important those responsibilities which would allow them to function as professionals rather than adjunct teachers, administrators, or clerks. Even though the professional organizations of counselors and counselor educators profess general agreement on the role and function of the school counselor, the counselor continues to be required to function in many ways as a nonprofessional. Today's counselors are often required to engage in many routine activities, often of a clerical or of a quasi-administrative nature and involving little or no direct contact with students, mainly because they are assigned or expected to perform those duties by administrators. They often do little, if any counseling because they are involved in such other functions as teaching, testing, reporting, record keeping, sponsoring school activities or performing disciplinary functions.

Literature Support

The findings of this study were supported by the previous studies of McDougal and Reitan (1963), Farrell and Healy (1969), Click (1970), and Lopez-Meisler (1977), when their findings indicated that counselors' perceive their role as:

1. Counseling children on an individual basis.
2. Coordinate the guidance program within their building.
3. Helping teachers appraise students with special needs.
4. Helping teachers cope with problem children.
5. Communicate with parents who have children with social and emotional needs.
6. Communicate with parents, teachers, and administrators.
7. Coordinate referrals to outside agencies.

The findings of this study were further supported by the previous studies of McDougal and Reitan (1963), Johnson (1968), Farrell and Healy (1969), Click (1970), and Lopez-Meisler (1977), which indicated that counselors were disatisfied with non-counseling functions such as lunchroom supervision, curriculum planning, organizing and supervising student activities, maintaining attendance records, and administering discipline.

Bergeron (1965), Arbuckle (1968), and Patterson (1971), stated that counselors should not serve as office clerks, substitute teachers, disciplinarians, quasi-administrators, or be responsible for the inservice of teachers. Kriedberg reported that the counselor - student relationship would be negatively affected if the counselor were to have a formal responsibility for discipline.

The findings of the study disagree with the findings of Moss. Moss stated that counselors should teach in their subject certification areas in order to maintain a teaching relationship with children. This type of role responsibility proposed by Moss would place the counselor in a supervisory position which would negatively affect the counselor - student relationship. The findings of the study also disagree with Faust where he stated that counselors should not act as counselors but rather as a consultant to teachers.

Practical Implications

The desire to establish some degree of professional idenity and the need to make optimal use of counselor time necessitates the establishment of limits within which the counselor should concentrate his or her efforts.

and procedures both at the local level and the State level. The involvement by school counselors in defining their role will provide an excellent opportunity to identify those role responsibilities which are essential to attain program objectives. Clearly, the purpose of counselor involvement is to broaden one's information base by obtaining the advice and counsel of knowledgeable sources. Commissioner of Education, Dr. Burke, stated that he encourages the involvement of counselors in defining their role responsibilities at the local level for a broader information base will elicit better decisions (Burke, 1978).

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are made:

1. Administrators and counselors together should establish priorities concerning the role responsibilities the counselor can be expected to perform.
2. If possible, tasks of an administrative nature be reassigned.
3. The possibility of utilizing para-professionals to assist in those areas where professional training is not a pre-requisite should be explored.

4. Clerical functions should be minimized.
5. Discipline and noncounseling duties such as the organization and supervision of student activities should not be apart of the counselor's responsibilities and duties.
6. The professional training and experience of counselors should be appropriately recognized and wisely used by the administration.
7. A more effective role clarification could be made if the counselors were directed by guidance and pupil personnel specialists rather than by line administrative staffs.
8. The results of this study should be shared with the Cherry Hill School District, as well as, other school districts in the State of New Jersey.

Recommendations for Further Research

The following recommendations for further research are:

1. It is recommended that this research be replicated with tenured counselors with similar, as well as, with basically different student and counselor populations, to determine if the same results regarding willingness to perform and perceived importance of counselors' role responsibilities

are obtained.

2. Additional research should also be undertaken to study the methodology and results of counselor functions.
3. Additional research should be undertaken on counselor role perception in an effort to improve guidance in the New Jersey schools.

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Appendix

William J. Sheehan, Jr.
418 Willow Brook Way
Voorhees, New Jersey 08043
1-609-424-0628

Dr. William Shine
Superintendent of Schools
Cherry Hill School District
1155 Marlkress Road
Cherry Hill, New Jersey 08003

Dear Dr. Shine:

To complete the requirements for the Doctor of Education degree at the University of Sarasota, I have begun a study of the roles of Counselors in the Elementary, Junior and Secondary Schools.

I will appreciate your assistance with this study through your granting my permission to apply some instrument to the professional guidance counselor of the Cherry Hill School District.

The instrument will be a mailed questionnaire which should take little time for completion by the professional respondents. I will personally mail a request to each selected respondent from the school district, and ask for voluntary participation in the study.

Be assured that all information will be used only for educational research.

If you have any questions, please call me. Your assistance will be greatly appreciated.

Sincerely,

William J. Sheehan, Jr.

William J. Sheehan, Jr.
418 Willow Brook Way
Voorhees, New Jersey 08043
1-609-424-0628

Dr. Robert W. Ferris
Assistant Superintendent
Cherry Hill School District
1155 Marlkress Road
Cherry Hill, New Jersey 08003

Dear Dr. Ferris:

To complete the requirements for the Doctor of Education degree at the University of Sarasota, I have begun a study of the roles of Counselors in the Elementary, Junior and Secondary Schools.

I will appreciate you assistance with this study through your granting my permission to apply some instrument to the professional guidance counselors of the Cherry Hill School District.

The instrument will be a mailed questionnaire which should take little time for completion by the professional respondents. I will personally mail a request to each selected respondent from the school district, and ask for voluntary participation in the study.

Be assured that all information will be used only for educational research.

If you have any questions, please call me. Your assistance will be greatly appreciated.

Sincerely,

William J. Sheehan, Jr.

William J. Sheehan, Jr.
418 Willow Brook Way
Voorhees, New Jersey 08043
1-609-424-0628

Dear

May I request a professional form from you ?

I have mailed to you a questionnaire which will provide essential data for the findings of a dissertation about the roles of the guidance counselor in the public schools.

Please complete this questionnaire, which will take approximately half an hour, and return it in the envelop provided.

Your assistance with this research project will be greatly appreciated and be assured all data collected will be held in strict confidence.

Sincerely yours,

William J. Sheehan, Jr.

William J. Sheehan, Jr.
418 Willow Brook Way
Voorhees, New Jersey 08043

Dear

May I request a most important professional favor from you ?

I realize that you are quite busy, however, I hope that you can take twenty minutes to complete the questionnaire I gave you.

It is extremely important that I receive your questionnaire to complete my data gathering.

Be assured that all data will be held in strict confidence. Thank you for your assistance and cooperation.

Sincerely,

William J. Sheehan, Jr.

QUESTIONNAIRE

The following is a list of activities which the Cherry Hill School District desires its guidance counselors to perform.

Please circle the response of which most nearly reflects your true feelings about:

A. your willingness to perform the activity

and

B. the importance of the activity to the student, the counseling program, and the counselor's job.

Please answer all questions.

I. The Counselor plans, organizes, and implements a guidance and counseling program in accordance with the district's and school's policies, procedures, and requirements.

The counselor shall:		Extremely Important				Unimportant
1. submit plans as required by supervisors.	A	5	4	3	2	1
	B	5	4	3	2	1
2. structure guidance functions based on clearly defined objectives.	A	5	4	3	2	1
	B	5	4	3	2	1
3. allocate time and resources to insure responsibilities and assignments are effectively completed.	A	5	4	3	2	1
	B	5	4	3	2	1
4. prepare material and background information necessary for conducting conferences with parents, teachers and pupils in an effective manner.	A	5	4	3	2	1
	B	5	4	3	2	1
5. maintain a working knowledge of the K-12 program articulations and curricula with primary emphasis on assigned school level.	A	5	4	3	2	1
	B	5	4	3	2	1

Explain any responses you feel would be helpful:

____

II. The counselor counsels, assists, and motivates counselees in a manner designed to enhance their self-worth and encourage them to achieve at their maximum potential.

The counselor shall:

		Extremely Important				Unimportant
6. be available to students who wish to talk to the counselor about their concerns.	A	5	4	3	2	1
	B	5	4	3	2	1
7. work with groups of students to help them understand themselves and others better.	A	5	4	3	2	1
	B	5	4	3	2	1
8. help set up behavior modification techniques to encourage students to change behavior.	A	5	4	3	2	1
	B	5	4	3	2	1
9. help students secure information to aid them in future educational and vocational planning.	A	5	4	3	2	1
	B	5	4	3	2	1
10. assist students in establishing relative goals.	A	5	4	3	2	1
	B	5	4	3	2	1
11. help students understand themselves better, by accumulating meaningful information through school means as standardized tests, academic records, anecdotal records, observations, conferencing, etc.	A	5	4	3	2	1
	B	5	4	3	2	1
12. seek to develop in students better decision making abilities.	A	5	4	3	2	1
	B	5	4	3	2	1
13. help students to learn methods of coping in a more positive way.	A	5	4	3	2	1
	B	5	4	3	2	1

Explain any responses you feel would be helpful:

III. The counselor assists in the identification of school and individual needs which can be served by the guidance department and participants in the development, implementation, and evaluation of guidance functions to appropriately meet those needs.

The counselor shall:

		Extremely Important				Unimportant
14. consult with the school administrators and faculty relative to the curricular offering which will meet the abilities, interests and needs of the student.	A B	5 5	4 4	3 3	2 2	1 1
15. serve as a consultant for the testing program in selecting tests and analysis of test results.	A B	5 5	4 4	3 3	2 2	1 1
16. assist with the identification of students with special abilities or needs.	A B	5 5	4 4	3 3	2 2	1 1
17. administer individual tests in the area of intelligence, achievement, and readiness to help identify individual needs.	A B	5 5	4 4	3 3	2 2	1 1
18. conduct studies and prepare reports as directed in regard to scholastic aptitudes, achievement and the educational program.	A B	5 5	4 4	3 3	2 2	1 1
19. keep informed of educational and occupational trends at the local and national level.	A B	5 5	4 4	3 3	2 2	1 1
20. assist with evaluation studies of the counseling and guidance program.	A B	5 5	4 4	3 3	2 2	1 1

21. periodically evaluate the use of pupil personnel records and make recommendations for revision whenever necessary.

	Extremely Important				Unimportant
A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

IV. The counselor maintains an awareness of the specialized services and personnel available to assist counselees with physical and psychological needs.

The counselor shall:

22. collect and disseminate to to faculty, counselees, and/or parents information concerning sources of assistance in educational, personal and/or social areas.

	Extremely Important				Unimportant
A	5	4	3	2	1
B	5	4	3	2	1

23. conduct parent meetings for the purpose of informing them of available district personnel and services available to meet pupils' special needs.

A	5	4	3	2	1
B	5	4	3	2	1

24. attend local workshops or conferences in order to remain abreast of new and current services available to the district, parents or pupils.

A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

V. The counselor identifies counselees in need of specialized services and initiates the necessary referral procedure to invoke the assistance of the appropriate specialist or services.

The counselor shall:

25. accept referalls from teachers, parents, ad-administrators, and pupils.

	Extremely Important				Unimportant
A	5	4	3	2	1
B	5	4	3	2	1

26. in urgent situations, initiate a referral after consultation with the building principal or other building administrative superior.

A	5	4	3	2	1
B	5	4	3	2	1

27. accumulate necessary information to substantiate the need for a specialized service or a referral to the Child Study Team.

A	5	4	3	2	1
B	5	4	3	2	1

28. maintain timely communication with the appropriate administrator, the CST members, the teacher, parent, and/or pupil regarding progress toward securing appropriate specialists or services.

A	5	4	3	2	1
B	5	4	3	2	1

29. survey and/or conduct individual or group programs which will assist in identifying pupils with special needs.

A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

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VI. The counselor acts as the coordinating agent to compile, record, and disseminate pertinent information concerning counselees in accordance with the policies and procedures of the district and school.

The counselor shall:

30. accumulate and record meaningful information concerning

students through such means including but not limited to standardized and local testing programs, anecdotal records inventory and rating scales, personal data forms, and individual or group conferences with students, parents, and members of the professional staff.

Extremely Important — Unimportant
A 5 4 3 2 1
B 5 4 3 2 1

31. collect, organize, and provide to students and parents information appropriate to the school level assigned concerning careers, opportunities for future educational or vocational training and school curriculum offerings.

A 5 4 3 2 1
B 5 4 3 2 1

32. maintain an understanding of the district's curricula with in-depth emphasis on the school level assigned and communicates this information to students, parents, and the professional staff when appropriate.

A 5 4 3 2 1
B 5 4 3 2 1

33. compile and make available pertinent information related to the educational and occupational trends at the national and local levels.

A 5 4 3 2 1
B 5 4 3 2 1

34. research and maintain a current directory listing sources of assistance in educational, personal and/or social areas and provides such information to students and parents when appropriate.

A 5 4 3 2 1
B 5 4 3 2 1

35. assist in transmitting and/or obtaining the necessary student data concerning assigned counselees enrolling in or transferring from school.

A 5 4 3 2 1
B 5 4 3 2 1

36. maintain a personal confidential file to record data concerning their contracts

Extremely Important ... Unimportant

with or in behalf of counselees.

A 5 4 3 2 1
B 5 4 3 2 1

37. adhere to the appropriate district and school procedures when releasing information related to counselees.

A 5 4 3 2 1
B 5 4 3 2 1

Explain any responses you feel would be helpful:

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VII. The counselor participates in the planning development, implementation, and analysis of the school's standardized and locally developed testing program and assists in the dissemination and interpretation phases as directed by the building principal or his designee.

The counselor shall:

Extremely Important ... Unimportant

38. order, prepare, and distribute testing materials.

A 5 4 3 2 1
B 5 4 3 2 1

39. prepare the appropriate testing instructions and schedules for students and teachers.

A 5 4 3 2 1
B 5 4 3 2 1

40. collate and submit the completed tests in accordance with the publisher's directions.

A 5 4 3 2 1
B 5 4 3 2 1

41. schedule make-up tests when necessary.

A 5 4 3 2 1
B 5 4 3 2 1

42. complete an analysis report of test results and interpret such results to students, parents, and the school staff.

A 5 4 3 2 1
B 5 4 3 2 1

Explain any responses you feel would be helpful:

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____

____

VIII. The counselor assists in the instructional placement of students as required.

The counselor shall:

		Extremely Important				Unimportant
43. establish and implement procedures for student programming and course selections.	A	5	4	3	2	1
	B	5	4	3	2	1
44. assist in developing and implementing the procedures for the instructional grouping of students in accordance with the criteria as determined by the principal.	A	5	4	3	2	1
	B	5	4	3	2	1
45. verify and produce class lists for distribution to the school staff.	A	5	4	3	2	1
	B	5	4	3	2	1
46. prepare schedules and orientation materials for newly enrolled students.	A	5	4	3	2	1
	B	5	4	3	2	1
47. assist in developing and maintaining a current master schedule for students, teachers, and room assignments.	A	5	4	3	2	1
	B	5	4	3	2	1

Explain any responses you feel would be helpful:

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____

____

IX. The counselor initiates and maintains communications with parents, teachers, and administrators to serve the best interest of students.

The counselor shall:

		Extremely Important				Unimportant
48. assist teachers, administrators, parents and/or pupils with the interpretation of testing results.	A	5	4	3	2	1
	B	5	4	3	2	1

49. provide to teachers, administrators, parents and/or pupils information

			Extremely Important				Unimportant
	relevant to the student's personal, educational and vocational needs.	A	5	4	3	2	1
		B	5	4	3	2	1
50.	make provisions for being available to students and parents for counseling purposes beyond the school day when requested or required to do so under reasonable terms.	A	5	4	3	2	1
		B	5	4	3	2	1
51.	function as a coordinator between parents and/or school staff members and the Child Study Team.	A	5	4	3	2	1
		B	5	4	3	2	1
52.	assist parents and/or school staff members in understanding individual differences of behavior, learning growth and development.	A	5	4	3	2	1
		B	5	4	3	2	1
53.	plan with school staff members appropriate classroom placement and grouping of students.	A	5	4	3	2	1
		B	5	4	3	2	1
54.	share appropriate individual student data with staff members, with due regard to confidentiality.	A	5	4	3	2	1
		B	5	4	3	2	1
55.	be available for in-service workshops in areas that will assist teachers in better dealing with students and parents.	A	5	4	3	2	1
		B	5	4	3	2	1
56.	be available to conduct parent education sessions.	A	5	4	3	2	1
		B	5	4	3	2	1

Explain any responses you feel would be helpful:

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____

____

X. The counselor participates in district, school, and departmental in-service and program development activities and in the selection of books, equipment, and other instructional materials.

The counselor shall:

	Extremely Important				Unimportant
57. work cooperatively with other staff members at the grade, school, and district levels to evaluate and improve the instructional program and methodology.					
A	5	4	3	2	1
B	5	4	3	2	1
58. upon request, participate in providing in-service programs designed to improve the teaching proficiencies of colleagues.					
A	5	4	3	2	1
B	5	4	3	2	1
59. initiate recommendations for acquiring new programs or materials when existing programs or materials are ineffective.					
A	5	4	3	2	1
B	5	4	3	2	1
60. pilot new materials or instructional units when requested.					
A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

____

____

____

XI. The counselor initiates and maintains communications with parents, administrators, and other staff members to serve the best interests of students.

The counselor shall:

	Extremely Important				Unimportant
61. participate in parent-teacher conferences.					
A	5	4	3	2	1
B	5	4	3	2	1
62. initiate communications with parents and/or professional staff members when warranted by the student's performance.					
A	5	4	3	2	1
B	5	4	3	2	1
63. complete reporting forms to parents and professional staff members consistent with building regulations.					
A	5	4	3	2	1
B	5	4	3	2	1

64. keep parents informed of the student's progress and growth on a regular basis.

	Extremely Important				Unimportant
A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

XII. The counselor identifies and pursues areas of professional growth necessary to maintain and improve the quality of professional performance.

The counselor shall:

65. accept willingly the responsibility for improvement through self-examination.

	Extremely Important				Unimportant
A	5	4	3	2	1
B	5	4	3	2	1

66. demonstrate a planned course of corrective action in light of the self-evaluation.

A	5	4	3	2	1
B	5	4	3	2	1

67. continue professional growth through study, professional reading, observations of colleagues, and/or participation in conferences and workshops.

A	5	4	3	2	1
B	5	4	3	2	1

Explain any responses you feel would be helpful:

XIII. The counselor instructs, advises, coaches, supervises, and directs approved co-curricular activities as assigned, including but not limited to, interscholastic and intramural sports, music and theatrical programs, publications, student government, safety patrols, and student clubs.

The counselor shall:

68. develop and **enforce** the

policies and regulations regarding student participation in the areas assigned.

Extremely Important — Unimportant
A 5 4 3 2 1
B 5 4 3 2 1

69. organize practice sessions, meetings, and/or rehearsals to provide for maximum and meaningful participation of students.
A 5 4 3 2 1
B 5 4 3 2 1

70. meet performance standards as determined by the building principal or his designated representative.
A 5 4 3 2 1
B 5 4 3 2 1

71. arrange for the availability of materials, equipment, and supplies required for the assigned activity.
A 5 4 3 2 1
B 5 4 3 2 1

72. attend staff meetings and serve on committees as required.
A 5 4 3 2 1
B 5 4 3 2 1

73. actively supervise behavior throughout the school building and grounds for the safety and well being of students, staff, and visitors.
A 5 4 3 2 1
B 5 4 3 2 1

74. perform other duties which are within the scope of his employment and certification areas as may be assigned by his supervisor.
A 5 4 3 2 1
B 5 4 3 2 1

Explain any responses you feel would be helpful:

If you feel items have been left out, please indicate the item below: